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JUNIOR COLLEGE JOURNAL

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This issue of the *Journal* was planned and major articles sent to press before the emergency decision was made to change the annual meeting of the Association from Los Angeles to Baltimore. The concentration of California authorship, which would have been particularly appropriate if the Japanese had not interfered, scarcely fits with the modification of plans. This issue may be taken, however, as a substitute in part for some phases of the intended California meeting.—*Editor.*

A Conservative Prediction

[EDITORIAL]

A RECENT study of survival rates of pupils, by the U. S. Office of Education, reveals that 14 per cent of the children entering the fifth grade in 1906 completed the high school course. This study also reveals that 44 per cent of those entering the fifth grade in 1932-33 graduated from high school in 1940 and infers that approximately 15 per cent of these entered college in the fall of 1940. Clearly we are raising the educational level of our country. But democracy is interested in the 85 per cent of children that did not enter college.

In light of the importance of the kind and amount of education needed universally today by all people to maintain freedom and to perpetuate the nation, an extended secondary education program must be made available to all youth. The immensity of this problem presents a challenge to the university and to the college, as well as to private and public secondary schools. It is a universal challenge that will need the wholehearted cooperation of all types of institutions at all levels of instruction. Those charged with the educa-

tion of children in grades 13 and 14, whether they are university officials, teachers college officials, or junior college officials, must be willing to make adjustments to meet the changing situation.

That universities recognize this fact is illustrated by a recent announcement of the College of Agriculture of the University of Missouri of the need for a two-year curriculum on the completion of which the student might terminate his enrollment creditably and with proper recognition—in effect a junior college within the agricultural college, with a certificate of graduation comparable to the associate degrees awarded upon completion of a junior college course of study.

At the twentieth annual meeting of the Association, Zook recognized the need for training more of our youth by saying that "junior colleges should conceive of their field of effort as including the educational needs of the entire youth population, particularly those 18 and 19 years of age." The California junior colleges have given this need considerable thought and have accepted

the responsibility for the vocational guidance and educational needs of the 18-25 age group, regardless of their educational background and achievement.

In 1918, according to Eells, 46 junior colleges reported a total enrollment of 4,504. The junior college was not in a position to serve effectively in World War I. Very little is said in the literature of the first world war period about its effect on the junior college or on its students. The marvelous growth of institutions and enrollments came after the first world war.

And now in contrast to the above picture, our more than 600 junior colleges with an enrollment of approximately one quarter of a million are most important factors in this present emergency. There is now a national association of junior colleges which will be 22 years old this month. In addition there are junior college sections of other educational organizations, five regional organizations, numerous state organizations, and sectional state organizations.

The junior college recognizes its responsibilities for national defense. One of the resolutions of our 1941 annual meeting favoring "the immediate development . . . of a junior college program for the training of young men and young women for active participation in the total defense program" is significant. Another resolution "that the American Association of Junior Colleges petition the Congress of the United States to amend the national defense act to permit the establishment of senior reserve officer training corps units in junior colleges" reveals willingness to be of service.

Kelly's statement at the Chicago meeting of the Association, "It is as if the junior college had been developed

especially for these critical times," becomes more significant when we also consider the remarkable changes that have been made and are being made. His emphasis on mental preparedness is a challenge to every teacher. "Mental preparedness," says Kelly, "results from the prolonged efforts of men and women, of boys and girls, to understand why the world has come to its present tragic pass and why we are engaged so desperately in building material defenses. For this job there is no other unit of the educational system quite so strategically located as the junior college."

The generous grants from the General Education Board for studies on terminal education and the excellence of the studies so far produced are again indications that the movement has attained a recognized status. The new state legislation for the establishment of junior colleges, particularly the state aid grants in Texas and Washington, all point toward the strength of the movement.

Prediction in any field depends, of course, on whether the forces that have caused these trends continue to operate. Assuming that the demand for the education of all youth to the age of 20 or 21 continues and that the junior college continues to meet each demand placed upon it in the same splendid way that it has in the past, there is every reason to believe that the growth of the movement will be even more rapid after World War II than it was after World War I. There seems every reason to believe that by 1960 the enrollment in junior colleges, both public and private, will be well above a half million and that plans will already have been made for its continued growth and expansion.

W. W. CARPENTER

Students Voice Their Thoughts on the War

News of our country's involvement in war aroused junior college students from coast to coast. Their newspapers the week of December 8 cried out their vigorous reactions to the most serious national event so far in their young lives. They understood immediately what the grim news meant—it meant increased diligence in their daily tasks, they said, increased cooperation, increased giving to their country. They did not hesitate to pledge their young spirits and energies and their unquestioned loyalty to the service of the nation. But most interesting fact of all, there was a cool, reasoned matureness of thinking characteristic of their statements which is not always characteristic of the statements of impulsive youth. The paragraphs reprinted below represent the thinking of students from widely diverse environments, from sections of the country geographically thousands of miles apart, and yet they represent a uniformity of thinking notable for its tolerance of the people of the enemy nations, its lack of name-calling, its belief that students should finish their education in order better to serve the nation, and its real comprehension of the seriousness of the task ahead during and after the war.

Grim news of war has stabbed deeply into the consciousness of all the Blackburn family during these past two historic weeks, binding us all more closely together as we react against war's destructive power. It may be the lot of some of us to die for the country that has nourished and protected us; it will be the lot of many more of us to live for our country and its cause. Without effective living the dying will be in vain. It will be for the living to step into the post-war world with new and higher goals of world brotherhood and cooperation.—*Blackburn Junior College, Illinois.*

In this world-wide crisis there is only one thing in which the people of this earth can have absolute confidence. Things we once relied upon to protect us are now shattered illusions. Peace conferences end amid the showers of bombs. But the something upon which we can rely is that in the end the nations that will survive will be those that are able to apply themselves most intelligently to the problems at hand—the

nation with the best educated people.—*Hardin Junior College, Texas.*

As much as we all hate war, our love for our country shall have precedence over our hatred for war and its tragic results. Let us apply ourselves more diligently to all the tasks which confront us, both as students and as citizens, following the suggestions of the leaders of our country, that we will emerge from this war not only as victors, but also as a stronger and better nation.—*Hebron College, Nebraska.*

No actual hysteria need take the place of the patriotism and love of country that is so very strongly instilled in our being. We must be alert, we must be constantly prepared to defend the rights that we hold as proof of our national high standard of living, but we must not, need not, destroy the very things we are defending by unthinking action or rashness of any sort.—*Scranton-Keystone Junior College, Pennsylvania.*

We must fight this war with system and method, not by madly rushing out to enter battle. It was through a very thorough system that Hitler organized Germany into the strong and united aggressive nation that it is today. And it will be through just as thorough a system that we will fight. There is a place in this war for every man, woman, and child in America.—*Northeast Junior College, Louisiana.*

It is not the duty of college men to terminate their education and rally to the colors at the present time; it is their duty to excel scholastically to assure a competent front line in the near future. War in the 20th century is not to be won by a mere mass grouping of untrained men. War today is highly technical, and only technically trained men can be effective in the armed forces of the nation.—*Morton Junior College, Illinois.*

It has come at last—what we expected, yet feared and dreaded beyond description—the United States at war. Not only is our military strength on trial, but our intelligence and loyalty are undergoing the most severe testing we have ever experienced. If we take as sane and sensible an attitude as possible about the critical events which will undoubtedly increase, both in number and in seriousness, much more constructive work will be accomplished.—*Johnstown Center, University of Pittsburgh, Pennsylvania.*

Now that the United States has been forced into war, there is a much greater reason for students to continue their schooling. A country at war needs educated people. The whole system of a democratic government is based upon education. Therefore, doesn't it seem logical that one of the best means of

combat for our country is to have as many educated people as possible operating together against the enemy?—*Oceanside-Carlsbad Junior College, California.*

The war with Japan has already cost us many lives and considerable material losses. In the future it will cost us much "blood and tears." But it has given us one thing in return: national unity. Now we are united in our one common goal. We now have the weapon with which we shall win this war for freedom.—*Menlo Junior College, California.*

As college students in the most enlightened, best informed nation on the globe, we students of Phoenix Junior College should take a clearheaded view of the Japanese situation. For most of us, our only direct contact with Japan has come through the many Nipponese who have sought our friendly shores to barter and to trade, to plow the soil and reap its harvest, as did the English, the Irish, the Russians, and the Poles before them. They are Americans all, many of them ever willing to fight their distant relatives in defense of their adopted soil, and it is thus that we should remember them when we read of a bombing in Manila Bay. For it would not be saying much for the American system of education if those who have had the ultimate in its benefits were to turn from their books and become the cowardly, skulking mob that may try to tear down the wall of tolerance that has stood so staunchly as the symbol of American ideals.—*Phoenix Junior College, Arizona.*

The days of carefree happiness are over for some time to come for the people of the United States as a whole. We students are grown up now and are

(Continued on page 336)

History of Terminal Courses in California

MERTON E. HILL

PROBABLY the first public junior college terminal courses to be offered in California were given at Chaffey Junior College in September, 1916. This junior college pioneered in the development of terminal, specific vocational, and semiprofessional courses and curriculums.

During the early history of Chaffey Junior College, 1916-1919, the institution offered terminal courses in various fields. Its 1916 *Bulletin* announced terminal courses in art, manual training, home economics, commerce, music, library training, general agriculture, farm mechanics, and soils. The 1917 *Bulletin* contained the following statement:

The Chaffey Union Junior College exists primarily to serve the needs of high school graduates and adults of the community who find it difficult to leave home for their higher education. Courses have been planned so that students qualifying in Chaffey may receive two years' credit toward college graduation. Other courses have been planned for those who wish to round out their *general education*, but who do not contemplate graduation from the university.

On the summer program of the California Teachers' Association in 1916, only one delegate spoke on the junior college. This was Arthur Gould, then principal of San Diego High School and

Junior College, who presented in a brief and comprehensive way how the junior college might be made to serve its community. On the summer program of the association in 1917 appeared seven secondary school leaders who spoke on the junior college. Each address had to do with curricular suggestions for the new institution. In 1918, Dean A. F. Lange, of the University of California, presented a report on the reorganization of the school system which stated "How unified school systems are arising that furnish completeness, continuity, and equitable distribution of opportunities for all of the people, young and old, from kindergarten to the end of the junior college and beyond."¹

In 1918, Dean Lange presented a Report of the "Committee of Twenty-one on the Reorganization of the Public School System." This report contains a prophetic reference to the place of the junior college in the public school system as Dean Lange foresaw it:

As far as the institutional grouping is concerned, the old rigidity has been superseded by flexibility. One city or county, for example, may follow a 6-3-3-2 plan; another may have the grouping 6-2-4-2; a third may have a 6-4-4 plan. According to local conditions, one community may have only the intermediate school, articulated, to be sure, with a high school elsewhere; another, the intermediate and high school grades, articulated, to be sure, with a junior college elsewhere; and a third may provide for an eight-year secondary school in one place and under one management.²

In 1917, the California State Legislature enacted the Ballard Act which has probably resulted in the organization of more junior colleges than any act of any legislature of any other state.

¹ Sierra Educational News, Vol. 14, p. 337.

² Ibid., pp. 457-458.

MERTON E. HILL has been associated with California schools in an executive capacity since 1911, first as principal of Chaffey Union High School in Ontario and later also as principal of Chaffey Junior College. At present he is professor of education and director of admissions at the University of California at both Berkeley and Los Angeles, and at the same time serves as superintendent of schools in Beverly Hills. He has headed a number of educational associations including the southern section of the California Teachers' Association, the California Junior College Federation, and the Southern California Junior College Association.

While it gave state and county aid to each public junior college, and provided for two years of lower division academic work, it is notable for authorizing and encouraging junior colleges to offer terminal work. A far-reaching statement was included in the law:

Junior college courses of study may include such studies as are required for the junior certificate at the University of California, and such other courses of training in mechanical and industrial arts, household economy, agriculture, civic education, and commerce as the high school board may deem it advisable to establish.

In addition to the 1917 junior college law of California, Kansas and Michigan enacted legislation making possible the development of the junior colleges in those states. Of great historical importance was an address before the High School Principals' Convention of California delivered at Asilomar on March 31, 1920, by Dean Lange. A brief analysis of this address will show how Dean Lange foresaw the great development of terminal courses by 1941. He pointed out that "the junior college is the fulfillment of the high school"; he visioned a secondary school system "culminating in the junior college"; that it would make possible "educational preparedness for the greatest number"; and, "democratic continuity and completeness of educational opportunities."

The sum and substance of these considerations is that if the junior college means a part of an obsolescent order, that if it implies a senior college, from which, by the way, the university cuckoo has ousted the original bird, the junior college movement is either not worth accelerating or else to be feared by those serving the cause of education.

On the other hand, if the junior college is a secondary school *de facto* and *de jure*, if it is the capstone or crown of the secondary school edifice, if it is the culmination and fulfillment of the educational design of which the junior high school and senior high school are constituent parts, then no high school man or woman, intelligently and sincerely desirous of making democracy safe for the

world by making education safe for American youth, can afford to be a "slacker" in pushing, heading, directing the junior college part of educational reconstruction.

In seeing the nature and place of the junior college in this light, we are not pushing the two per cent or so of our youth headed towards a university off the plane of vision. Their rights to an abundance of educational life, liberty, and happiness remain sacred, though not exclusive. But in the focus of our attention, we cheerfully admit, are not the few but the many, whose right to the means of making a life and of making a living are equally sacred. Concerning the many thousands, however, whom a junior college within reach would assist further in preparing for the master career, that of becoming nobly human, all over and through, I will say here merely in passing, "lest we forget," that the safety, worth, and progress of democracy depend fully as much on man- and citizen-centered education, high in degree and widespread, as on economic, work-centered so-called vocational training.

But it is this that calls for special emphasis now in planning for the future of the junior college. It is becoming to be a notorious fact that those who seek or should seek vocations occupying the middle group between those of the artisan type and the professions are as yet nowhere and nohow aimfully provided for in our scheme of public schooling. National efficiency requires with increasing urgency training facilities for occupations that must be based on higher foundations of general education than the elementary school can erect, that presuppose greater maturity for grasp and mastery than boys and girls of junior and senior high school age have reached, that represent the positions to be filled by commissioned officers in the national army of peace. Only one whose educational thinking is without a country ignores the need of a middle vocational system. Does the traditional four-year high school meet this need? Obviously not. Will continuation and trade school arrangements do so? Only in a poor makeshift fashion.

The junior college can, and the law of service is: he who can must do! From the junior college should come the farmer prepared for farming as an applied science, as a business, as a mode of life, and, above all, as a matter of cooperative citizenship. From it should come the trained city employee, familiar with municipal housekeeping and competent to "do his bit" as a loyal servant of the public. From it should issue not only highly skilled mechanics but also those who besides being that, appreciate the economic, civic, and generally human aspects of the industrial organs of democracy.

With corresponding ends in view, the junior college needs to train those choosing to go

into commerce. Our national unpreparedness for peace could hardly be better illustrated than by the fact that our commercial centers still cling to the crude and wasteful method of trial and error and seem to be satisfied, as far as our schools are concerned, with training leading to minor clerkships. Of course it is an essential element in the junior college idea that each junior college be adequately adjusted to its environment.

But I cannot refrain from stating that I am more than skeptical about the educational success of any junior college with only non-vocational departments. At the very least, it seems to me, each should provide facilities for advanced training for homemaking and vocations radiating from the home and, secondly, a department of civic education for the common vocation of efficient citizenship, for the Americanization of the native, if you will, for the careers even now in the making, within the broad fields of city, county, and state administration.

The foregoing statements set forth how Dean Lange envisioned a junior college that would perform great service to young men and women in training them to do the work of the world.

After World War I the Federal government contracted with the Chaffey Junior College Board to provide educational opportunities for soldiers who were sent by the government for a program of educational rehabilitation. This gave a great impetus to the development of specific vocational courses of the terminal type. Many ex-soldiers were located at Chaffey Junior College and were assigned to classes in animal husbandry, poultry husbandry, bee husbandry, citriculture, entomology, pomology, botany and plant physiology, orchard practice, farm mechanics, and related courses in English, science, and mathematics. These courses were developed to meet the occupational needs of the men and were designed on the very important basis of re-education of men for employment. The courses proved so successful that many of them have continued for nearly 25 years.

There was a general increase in the number of terminal courses offered in

the junior colleges of California after the passing of the laws of 1917 and 1921. During 1921 there were 100 terminal courses offered in the junior colleges of California; by 1925 there were 400; by 1930 the number had increased to 1,600; by 1935 there were 2,800 terminal courses; by 1941 the number had increased to more than 4,000. During the first few years the most successful terminal courses were designed to train men and women for positions, while related cultural courses were given as supplementary and largely from the university viewpoint. It became evident, however, that terminal academic courses needed to be developed to meet the needs of students who looked upon the junior college as a finishing school. Soon, terminal courses appeared in nearly every subject field. Variant courses, dual purpose courses, survey courses, and general education courses terminal in character came to hold an importance equal to that of lower division courses. Recent issues of the *Junior College Journal* and the recent three-volume series published by Walter C. Eells present in a striking manner the success of terminal education in the junior college field. It is a fact worthy of note that terminal courses in some institutions have been so thorough that they have been given university recognition. They have been placed upon as high a standard as the collegiate courses; some institutions have numbered courses in such a way as to insure acceptance by higher institutions; while others have developed "dual purpose" courses to fit into both the terminal and certificate curriculums. In fact, the success of terminal education in the junior college presents additional evidence of the importance of the junior college in American education.

Aviation Cadets for the United States Army

CHARLES W. TRIGG

IN recognition of the need for an adequate supply of young men for the United States Army Air Corps to train as pilots, the Air Corps Institute of Los Angeles City College was organized in May, 1941, to prepare young men who have not had two years of college to enter the Air Corps by examination.

The candidate may receive an appointment as an aviation cadet by passing a rigid physical examination and by attaining a total score of 490 points in seven educational examinations. The required examinations are arithmetic, algebra, geometry, trigonometry, and English. The candidate may then elect to be examined in any two of the following subjects: chemistry, physics, U. S. history, general history, and modern foreign language.

The present requirements further provide for exemption from specific subject examinations with a grade of 80 per subject if the candidate has earned a grade of "C" or better in a course at a recognized college, provided the course meets the following minimum semester-hour requirements: arithmetic, 2; algebra, 3; geometry, 3; trigonometry, 3; English, 4; chemistry, 5; physics, 5; U. S. history, 3; general history, 6; modern foreign language, 12.

CHARLES W. TRIGG is coordinator of the Air Corps Institute of Los Angeles City College. After receiving a B.S. in Chemical Engineering from the University of Pittsburgh in 1917, he spent five years as industrial fellow at the Mellon Institute engaged in research on coffee. This experience resulted in six patents, 24 articles on the chemistry of tea and coffee, and the design and construction of a factory for the manufacture of instant coffee. He entered the teaching profession in 1924. He holds an M.A. in education and an M.S. in mathematics from University of Southern California.

If exemption is granted in algebra, geometry, and trigonometry, it is granted in arithmetic also. If exemption is granted in six subjects, the candidate is excused from all educational examinations.

The Air Corps Institute has prepared two groups, Unit 1 and Unit 2, for the examinations in special 12-week courses. These courses did not carry enough college credits to permit the students to claim exemption from the examinations. Of the members of Unit 1 who completed the course and took the examinations in August, 1941, 77 per cent passed. Reports are not in at this writing on the results from the November, 1941 examinations taken by the men of Unit 2.

In the belief that a longer period of study is necessary for sound preparation and for the retention of knowledge to be later applied in the U. S. Army training, the course was expanded to 20 weeks. This course is now organized as one of our semiprofessional curriculums as follows:

First 10 weeks:

English 51 (grammar and composition),
6 hours per week, 3 semester hours credit
Mathematics A 51 (algebra),
6 hours per week, 3 semester hours credit
Mathematics A 63 (geometry),
6 hours per week, 3 semester hours credit

Second 10 Weeks:

Mathematics 53 (trigonometry),
6 hours per week, 3 semester hours credit
English 51B (advanced composition),
2 hours per week, 1 semester hour credit
Physics A 55, 4 hours per week,
2 semester hours credit
History 60 (U.S.),
6 hours per week, 3 semester hours credit

A new unit is started every 10 weeks. The grading in the courses adheres to our usual standards. Hence, if a student earns a "C" in the course, he will be more than able to pass the examination in that subject. If he fails to earn a "C", he may take the examination with a good chance of success.

The courses are our regular college courses, which are tuned toward the concepts evidently desired by the Army Air Corps as indicated by the content of previous examinations.

Each subject, with the exception of physics, carries enough units to meet the exemption requirements. As far as scheduling will permit, no instructor is assigned to more than one Air Corps Institute class, and that subject is one which he also teaches on the regular semester basis. Should a student earn a "C" in every course but physics, he will be excused from all educational examinations as a result of the judgment of six instructors. Should he fail to earn a "C" in every course, he will then have to take two or more examinations.

In order that men who are working the two night shifts in local industry may attend, all classes are scheduled between 10 a. m. and 2 p. m., five days per week.

The curriculum is exceptionally heavy since 9 units per term is the equivalent of 18 semester hours. If the working student finds it impossible to meet all the course study requirements, he is permitted to reduce his load to 6 units (equivalent to 12 semester hours) and thus complete his work in 30 weeks.

Entrance to the course is predicated upon the man's meeting the following requirements:

1. Successfully passing a preliminary physical examination given by the local U. S. Army Recruiting Office free of charge.
2. Being male, single, not over 26 years old, and a U. S. citizen.

3. High school graduation (or the equivalent), preferably with some training in algebra and geometry.

4. Regular admission to Los Angeles City College.

5. If demand exceeds capacity, top ranking in a preliminary aptitude test.

Each candidate is interviewed personally, and at the beginning of each semester if conditions, such as youth, previous college work, heavy enrollment, etc. make it seem advisable, he will be guided into semester courses which will lead him to the same goal, namely, entrance to the Army Air Corps.

Before taking the educational examinations and acceptance as an aviation cadet, a second more rigid physical examination is given by the Army Air Corps. Many of the 167 men now enrolled in the Air Corps Institute have already passed the second physical examination.

The two-year program and the civilian pilot training program at Los Angeles City College have already contributed 96 pilots and potential pilots to the U. S. Army and U. S. Navy. The Air Corps Institute program will materially increase our contribution.

This report has been made in detail at the suggestion of the Southern Traveling Aviation Cadet Examining Board, Ninth Corps Area, in the hope that it may stimulate other junior or senior colleges to similar activity. Any further information desired by any institution will be furnished gladly, so that we may help to "Keep 'Em Flying."

Although at first the Catholic junior college was the preliminary organization of a four-year liberal arts college, there is a tendency at present in certain regions for the Catholic junior college to specialize in two-year terminal curricula.—*Bulletin for Institutions of Higher Learning of the Catholic University of America.*

Economic Survey of Los Angeles City College

BERTON J. BALLARD

To fit a school system into a community, authorities have to know two important things: (1) the economic, social, and cultural contours of the community, and (2) the economic, social, and cultural contours of the student groups. This is not an easy task, but at Los Angeles City College it has been undertaken with a fair chance of success. This article will explain how the problem was attacked, and show a few typical results of our study.

The change in the economic currents in a city like Los Angeles is great. The population is in constant flux; industries, such as the aircraft and motion picture industries, will spring into being overnight and draw into their vortex thousands of workers from the community and the nation. The first problem in determining a shift in any economic and cultural status, of course, is to establish a fixed point from which change may be judged.

It was decided that the most reliable vantage point from which to set up guideposts of change would be the 1940 United States Census. At the time of the census in the spring of 1940, Los Angeles City College, therefore, passed out a questionnaire to more than 2,700

students with the full cooperation of their instructors. The tests were given at a definite hour to prevent duplication of answers. Questionnaires paralleled the United States Census and were changed only where more definite and specific material could be had by more sharply "slanting" the material to the student population under consideration. Replies were tested against such indices of reliability as a correlation with age, sex, class membership, etc., which were already fully known from figures in the registrar's office. A committee of men familiar with statistical procedure pronounced the answers highly reliable; for our figures of age, sex, class, etc., did not vary more than a percentage point or two from the facts already known to be completely accurate.

We might safely accept our further new findings, we felt, upon which we had no previous authentic information. We would thus have an economic picture of the student population of Los Angeles City College exactly contemporaneous with that of the U. S. Census of the city. Students were forewarned of the economic questions which might be asked by *Collegian*, the student newspaper, which cooperated fully with the study and brought about a fine attitude of helpfulness among the faculty and the student body. With these basic data on hand, it is felt, the college has a means of comparing its student population economically with that of Los Angeles as a whole, and of determining the comparative contours of the city and the college populations.

No sooner had we taken our cen-

BERTON J. BALLARD writes frequently for American magazines on his two favorite subjects—journalism and social problems. Over 15 years on the editorial staffs of six different California newspapers have trained him well for this pursuit. Some 10 years of teaching have given him the background for his writings—five years as lecturer and instructor in journalism and contemporary thought at Northwestern University, three years at Stanford, and two at Los Angeles City College. When the above article was written, he was an assistant professor in journalism, but is now on leave of absence.

sus than vast economic changes began to take place in the community due primarily to a defense boom in aircraft work and the drain of young men into the armed forces of the country. We are now in a position to measure these changes by sampling the student population again. By selecting our sample carefully we found that a good cross section could be had by less than 250 questionnaires which could be administered briefly and tabulated quickly. The result of our survey, of course, is of intense local interest, but some of the facts about our student population may be worthy of wider attention:

What kinds of homes do the students come from? We found that more than 48 per cent of the students came from homes which were owned or were being purchased by their parents. This is remarkable in a city the size of Los Angeles since in most metropolitan areas homes and apartments are largely rented. These homes varied in price from \$1,000 or less to more than \$6,000 with the central tendencies around \$3,000 and \$5,000. (The curve was bi-modal.) The remainder of the students came from homes which were rented, with rent varying from \$15 a month to more than \$50, the average rent being \$30 per family. These figures are all the more significant since 86 per cent of the students at Los Angeles City College live at home. The students who are living alone away from home are busy. More than 54 per cent of them earn their room and board. Those who pay for their lodgings pay from \$5 to \$40 for them. The modes of this curve are at \$10 and \$20 a month, possibly depending upon whether they room singly or doubly.

What of the ages of students? The age range was from 16 years to 54

years, with the mode at 18 years. Most of the students were 18, 19, and 20 years of age. An increasing number of married men and women enrolling caused us to ask about marital status: We found 97 per cent of our students were single, 3 per cent married.

California, and particularly Los Angeles, is attracting a great many people from all over the world. Only 39 per cent are native sons and daughters; 54 per cent come from out of state, and 7 per cent are from foreign lands. Since many of these students enter the Los Angeles school system relatively late in their careers, they come to Los Angeles City College with a variety of educational backgrounds.

Do the students earn their living? Last spring when the industrial boom had scarcely begun, we found, nevertheless, an industrious lot of students on our campus: Only 29 per cent did no work for pay; 29 per cent worked and supported themselves partly, and 42 per cent claimed they were fully self-supporting. Of these who were working, 29 per cent were working on local or national governmental projects (most for the school NYA or the local NYA), and 71 per cent were privately employed. The hours of work put in on outside employment varied from 1 hour to more than 37 hours a week, with the mode between 8 and 18 hours a week (47 per cent). Most of them earned from \$4 to \$6 a week (52 per cent). The number of weeks the students worked during the year was estimated by them: Of those employed 35 per cent worked from 1 to 13 weeks; 22 per cent, from 14 to 26 weeks; 12 per cent, from 27 to 39 weeks; and 11 per cent from 40 to 52 weeks.

Because of this high degree of vocational experience we were interested in the degree to which students believed

they had made vocational choices. More than 82 per cent claimed they knew the occupations they wanted to follow, which closely follows the percentage of students enrolled in our "semiprofessional" curricula. But although our semiprofessional curricula run only for two-year periods, we discovered that nearly 70 per cent would like, so they said, to go to school beyond the period.

Our figures on those who had to work to continue college checked closely with our employment figures: We found that 36 per cent receive some regular allowance and 64 do not; 58 per cent of those who attend, work in order to attend college; and 42 per cent say they do not have to work.

In a city so spread out as Los Angeles, the transportation problem is intricate: The streetcar delivered 58 per cent of the students; 28 per cent drive their own car or come with a student who drives; 2 per cent hitchhike; 1 per cent come by interurban car, and 11 per cent walk. Their travel time daily on the way to or from college varies from 6 hours a day (17 per cent) to practically none; 45 per cent say they spend two hours daily in travel. The family car, that California institution of family headaches, was owned by 83 per cent of the homes; 52 per cent owned one car; 17 per cent owned none, the rest owned more than one car.

What do students do for amusement and how much does it cost? Precise percentages on favorite entertainment cannot be given because students frequently listed more than one favorite amusement, but swimming and dancing were rated far the most popular. Motion pictures were well down the line. In fact, outdoor sports of one kind or another far surpassed indoor activities. Exactly one-third spent 50

cents or less a week on their amusement; 23 per cent spent from 50 cents to \$1; another 15 per cent spent up to \$1.50; 14 per cent more spent up to \$2, and the remainder spent scattered amounts up to \$5 a week (4 per cent). No flaming youth here.

These figures fitted in well with story of family income. Considering the large number of families owning or buying their homes and the number owning cars, the story of incomes is exceedingly interesting. The number living on these incomes ranged from 1 to 9, with 59 per cent having 3 and 4 members living on the family income. The incomes ranged from "less than \$500" a year (4 per cent) to "more than \$7,000" (7 per cent). The largest number, 23 per cent, of the students came from homes with an annual income of from \$1,000 to \$1,500. Other incomes: from \$501 to \$1,000, 15 per cent; from \$1,501 to \$2,000, 17 per cent; from \$2,001 to \$2,500, 18 per cent; from \$2,501 to \$3,000, 8 per cent; from \$3,001 to \$3,500, 4 per cent; from \$3,501 to \$4,000, 4 per cent.

Conclusions: We feel that these basic economic data should enter vitally into the curriculums we plan and the courses we project. The growth of junior colleges in America is due to the fact that they have had local reference, integral to the living conditions, occupations, and goals of specific communities. By accident and intuition the junior colleges have succeeded largely in their mission, but the time is near, we think, when we must use the much more objective and precise tools of statistics to fit the college into the community and to correlate our curriculums and courses to the main goal of a "tailor made" college to fit the young citizen to the realities of his community life.

From Little Acorns

MARION W. PEAIRS

WE are far from being a great oak yet in our public relations work at Bakersfield Junior College, but our branches start sturdily and indications for future growth seem good. Because an account of the stages of our development may help others, for we seem to have an organization practical from several standpoints, we'll tell you about us.

We began with *me*. One day about a week after the semester started last fall, the dean of the junior college called me into her office and asked, "How would you like to have a class dropped from your schedule?"

"Which class and what do I get in its place?" I replied, for I knew that classes weren't just dropped.

"You may remember" she resumed "that at the first faculty meeting our new public relations head was introduced. He is head of the whole district which, as you know, consists of the main high school, the four branch high schools, and our junior college. He wants each school to have a public relations counsellor. These five will form a central committee

MARION W. PEAIRS, instructor in English at Bakersfield Junior College who writes here of public relations, should know "relations with the public." Along with 20 years of high school and junior college teaching, she has worked on newspapers, managed a book-store, run a general store, managed a dining hall serving 700 vacationists, counselled in a girls' camp, served as executive secretary in the Y.W.C.A., worked as a model for art classes and professional artists, done walk-on parts in stock, sold hats, taught bridge, taken care of children, and, as if this were not varied background enough, has taught English to foreigners at night school. What she calls one of her most interesting experiences, however—teaching oral and written report work to the police department—has been abruptly discontinued this year because of the sudden emergency on the west coast.

to work with him. There will be a meeting in the superintendent's office next Wednesday at 4:30. There you will learn all the details of your job."

Well, I went to the meeting. There we were handed out nice little mimeographed sheets on which was what is called a break-up of the news; that is, subjects for news stories were listed from point of view of interest from ten to one. They were listed in two ways; one set as the newspaper considered them of reader interest; the other as a survey had indicated parent-interest. For instance, the newspaper considered pictures of girls with pretty legs, coupled with some sensational story ten times more interesting to the average reader than an account of a new school building. The survey indicated that parents considered the new school building ten times more interesting than any other item. The public relations person must write a story appealing to both types of interest. Then we were told that we were to write stories for the newspaper on everything that happened in our particular school. In other words, as nearly as I could figure out, the term "public relations counsellor" was just glorified terminology for a newspaper reporter.

Someone asked where we were to get all of our information. The public relations head replied that he had sent out a form to all instructors at the first of the term, telling them that they were to turn in news of all that happened; that he would send another notice out telling everyone to give the information to the counsellor for his particular school. He also told us that in each school there was a student on

the staff of the school paper who would attend to all of the student body news, that we would just have the incidental stories, all the facts for which would be given us by various faculty members. Writing five or ten stories a week didn't sound like a very hard job, even when he added that all stories must come in typed in triplicate before nine o'clock in the morning each day. Of course I didn't type, but I figured I could find somebody to type the stories for me.

However, I didn't have too much faith in the form which he had sent out earlier asking instructors to give news to him, for I figured others might be as vague about it as I was. To be truthful, I had forgotten all about it until he mentioned it, so I went home and spent three or four hours writing an appeal to the faculty of the junior college to turn in all material of possible news interest to me, giving exact names, dates, places, and so on for each story—telling them that they might either jot them down on a paper and put the facts into my box in the office or that I would be in my room every day from 3:00 to 4:30, and they could come and talk to me.

The next week I looked vainly in my box each day—no notes. I sat in my room from 3:00 to 4:30 getting a good deal of paper-correcting done, I'll admit, but nobody came to tell me a news story. I didn't know any news; I never did.

Then I went into the dean's office and told her I was falling down on the job. She said she felt that instead of trying to get news stories what I should do was to write for the public an account of what was being done in classes—interesting material, interesting methods—that we should tell them about our very fine junior college li-

brary and some of the books in it; that we should let them know worthwhile things that the faculty and the students were doing in the way of work or studies; that we should let them know the per cent of students who were supporting themselves partially or completely; that we should talk about our NYA students; that I should do a story from the table of statistics compiled on the places from which students came into the junior college.

Well, I studied statistics and wrote them up. I spent several hours in the library finding out what was there that might be of interest. I interviewed faculty members, always having difficulty doing so because I seemed to have classes at all the times when I might have found them. Altogether I spent from three to five hours a day collecting material. Then I would go home and spend two or three more hours on each subject making it into a news story, for in my earlier years I had worked on several newspapers and I knew the subject matter I had must be presented with a lead which would appeal first to the newspaper so that they would print it and second to the readers so that they would read it.

In the meantime I had a note from the public relations head that the student who was supposed to turn in stories on student activities was turning in nothing and would I please see that those stories got in. By Christmas I was realizing that the supposedly one hour a day which I was to spend on public relations was crowding my five hours of teaching off the map. Also my private life was almost nonexistent. I was at school from eight o'clock to five or six, perhaps running out then to the airport to get a story on the dean's leaving for the East, or spending the evening at the Junior College

Fashion Show, getting a story on it, then going home to hunt and peck on the typewriter—a very slow process—to get my stories into form. Something had to be done. I conceived the first step in our growth.

I went to the head of each department in the junior college and asked him to pick a responsible student to report to me as a representative of the department to work on a public relations committee. I told the head of the department that the student did not need to know anything about writing stories; all I wanted was someone with a sense of responsibility. All but two of the heads of the departments saw to sending students to me. From these two departments, in spite of repeated efforts, no cooperation came, so I finally gave them up as a bad job. By consultation with each of the students who did come, I found a period during which they could all meet once a week, and we worked out a plan of action. They were to see, through interviews with faculty members of the department which they represented and through talking with other students taking work in that department, that material for at least one story a week came to me at each meeting. I also went to the journalism teacher and asked for two or three of her students who needed more assignments than the weekly school paper could handle to be sent to me. These students were to help in writing the stories based on the material which the others brought in. Of course, not all the students appointed by the heads of the departments proved to be responsible, not all of them brought in material, not all of them came to meetings, but two-thirds of them did.

When the committee was started we had decided that any student on this

selective committee who failed to bring in a story two weeks in succession or who failed to attend meetings two successive weeks would be dropped from the committee and be reported to the head who had appointed him. We also decided that the students who were responsible for their job through the semester would have special commendation sent back to the one who had appointed them. As the semester went on, through discussions in committee meetings, we talked more and more of the fact that the students themselves were one of the best means of true relating of the junior college to the public by their actions, attitudes, conversation, by what they were; that before many years they were going to *be* the public and, therefore, they should know about all phases of the junior college so that they might be informed about what the school could do in the community.

This nucleus of students who remained responsible became so enthusiastic over what they were doing that they decided they would like to form a club. So through a couple of meetings we discussed what such a club should truly represent, what should go into its constitution, what should be its qualifications for membership. Then a committee drew up a constitution and submitted it to the Student Executive Board and the dean's office. The constitution being approved, we were granted a charter.

In the constitution the students developed their idea that the members of the Public Relations Council should be representative of the highest ideals of the junior college; that they should be students who gave indications of being responsible for all things which they undertook, including classes; that at any time a member of the club

should fail of his responsibilities, he should be put on probation; that if he continued to fail, he should be dropped from the club, but that if he maintained his part, at the end of the first semester of so doing, he should be given a pin. The pin, however, is not his until he graduates. It may be taken away from him at any time if he falls short in doing his part as a member of the council. If, however, he does not fall short, on graduation the pin becomes his as a symbol of work well done. Also in the constitution, as part of the rules governing membership, is a provision that six of the new members coming in each spring be taken from high school graduates who are coming into the junior college and who have maintained a fine record in high school. This part was put in to provide continuity for the organization, for, otherwise, each year an entirely new group would have to be built up.

Also whatever student is elected by the student body as its Public Relations Counsellor for Student Affairs automatically becomes a member of this group, and the standards of the group hold him to doing his job, so that I think we will not face again what I faced in the fall of finding that the student responsible for student news did not take care of it. In fact, the 20 members of the council seem each one to feel that he is personally responsible not only for his own job but also for seeing that all the others are doing theirs.

The council also has caused a more vital faculty interest than I think could be gained in any other way. My first appeal to the faculty was followed by many other notices, most of which I judge were crumpled and thrown into the nearest wastebasket. It is true that a few faculty members had put some in-

formation into my box, but so incompletely given that I had to get the rest of the information before a story could be written. It is true that a very few faculty members came to my room during that 3:00 to 4:30 period and brought me information, but they were very few. Now students in their own departments see them personally and directly, and because most teachers are interested in students, news is given to this group.

The fact that we have set up the standards of an honor society for the council makes its members feel proud of their membership and eager to make it meaningful. They have worked out plans for the fall in relation to new students—to give them information, to see that posters are up about events going on in school and in the community. A committee is working with the main public relations head on the new Speakers' Bureau which is being established. The greatest value is, however, I think, that the Council members are, among themselves, spreading to other students the larger side of public relations: that the school and the citizenship are truly one.

The junior college has swept over the country like a prairie fire and has scattered its sparks and heat into every educational community.—IRVING T. RICHARDS in *Association of American Colleges Bulletin*.

In rural communities, in addition to vocational courses offered in secondary schools, regional junior colleges and technical schools might well offer training for certain technical and semi-professional occupations.—Educational Policies Commission, *Education and Economic Well Being in American Democracy*.

Centralized Community Placement

VIRGINIA HOLMES MOSES

UP to the fall of 1938, the placement activities of San Bernardino Valley Junior College were decentralized in that placements were made by the registrar, the deans, and commerce instructors who spent two or three afternoons a week making employer contacts. The members of the Division of Commerce believed that placement and follow-up are logical sequences to effective teaching and an obligation of the school to its students. This belief plus the persistent efforts of those in the Division of Commerce were responsible for a good placement record. However, this decentralized set-up with no provision for a placement officer was not serving the entire student body adequately and was not building a record system essential to follow-up.

Beginning with the fall of 1938, the placement activities of the college were centered in one office under a half-time placement officer. This led to centralization and more complete records. Moreover, it lightened the load of the full-time instructors who had been doing the placement work. This organization was in effect when a consolidation with the Junior Placement Section of the San Bernardino office of

the California Department of Employment was established in April, 1940.

The Junior Placement Section had its beginnings in the organization of the Placement Club, under the joint sponsorship of the Twenty-Thirty Club and the San Bernardino office of the California Department of Employment. The original group of members of the club was composed of 25 young people, between the ages of 18 and 24 inclusive, representing 11 broad, general, and occupational classifications. Twenty-three of the original 25 were placed within the period of a few weeks. The membership soon increased to 45. The purpose of the club was to train members in the techniques of getting a job and to enlist the help of each member in assisting other members to secure employment.

Each applicant for membership wrote a letter of application in addition to being given a personal interview. Vocational interest, personality, manual dexterity, typewriting, shorthand, and other tests were given as a basis for vocational guidance and placement. Within the group a speakers' team was organized whose duty it was to make short talks before civic organizations and outline the qualifications of individual members. It is a rule of the club, still in existence, that when a club member interviews an employer, he is to present only the qualifications of some other member of the club.

The Twenty-Thirty Club secured an advisory council composed of representatives from their organization, the schools, the Department of Employment office, and of prominent employ-

VIRGINIA HOLMES MOSES actually has been through all the growing pains of the placement program at San Bernardino Valley Junior College and has much to tell here about them. Prepared in commerce at the University of California where she received her B.S. degree and at the University of Southern California where she was awarded an M.A., she has taught for 10 years in California schools, spending the latter six as instructor in the Division of Commerce at San Bernardino Valley Junior College. She is co-author of *Collegiate Secretarial Training* published by Gregg Publishing Company in 1937.

ers. Many of the employers have shared the benefits of their many years' experience in the business world with the members at the weekly meetings of the club.

This club was so successful from its inception that five months later, a meeting of the Community Youth Placement Council, composed of those agencies interested in placing youth, was called. After several conferences of these representatives of the Parent Teachers' Association, the YWCA, the YMCA, the NYA, the high school, the junior college, the California Department of Employment, the press, and labor, the Junior Placement Section was established as an integral part of the educational program of San Bernardino Valley Junior College.

The Community Placement Council authorized the opening of the junior placement office in the administration building of the junior college. This office was to furnish placement for all youth from 18 to 24 years of age, inclusive. This office was coordinated with San Bernardino High School and other interested agencies. The committee was eager to segregate youth from older applicants.

The junior college furnished the office space, furniture, and the local telephone. The California Department of Employment furnished trained personnel; the NYA, clerical help. Letters were sent to the employers of the Valley to acquaint them with the centralized service. An affiliated office was established and maintained at San Bernardino High School.

In its beginning the activities of the placement service were set forth as follows:

1. The formulation of a plan for administering tests before recommending youth for suitable training or for employment.
2. The building of a card file of job pros-

pects which will include opportunities for part-time and full-time employment classified by types of vocations.

3. The building of a card file which will include employee prospects by sex for full-time and part-time employment.

4. Interviews with youth to determine whether or not they are employable.

5. Specific counseling for youth who are not employable in order that they may be qualified for suitable employment.

6. The formulation of a plan designed to help each young person carry out his choice based on specific counseling.

7. The securing of membership in the Placement Club for young persons who are qualified for such membership.

8. The referring to the NYA of youths seeking enrollment in vocational classes for whom employment is not immediately available.

9. The securing for youth of suitable part-time and full-time employment through the medium of employer order files.

10. The follow-up of youth for the purpose of obtaining information which will serve as an aid in making adjustments to the advantage of youth, of the employers, and of the instructors.

In the junior college, the Placement Committee, consisting of the deans, the registrar, two instructors in the Division of Commerce, and the instructor in charge of technical trades assisted the Placement Section in selecting qualified students. This has become extended, so that many of the faculty at the placement officer's request recommend students to fill openings. Furthermore, in rare cases where placement is such that the employer insists upon some member of the faculty filling the order, this is taken care of by the faculty member, but with the full knowledge and support of the placement officer. Without such complete coordination, the plan might have been far less effective.

Another link between the employers of the Valley and the junior college has been the Commerce dinner which, for the past six years, the students of the Division of Commerce have given each spring. At this time approximately one hundred of the personnel men and busi-

nessmen of the Valley are invited to be guests of the college. They pay for their own dinner, participate in the program, and actually look forward to this annual event. While the students of the Division of Commerce have been hosts, this dinner has reacted favorably towards the entire student body in furnishing job opportunities.

The coordinated junior placement program of the junior college, the high school, and the Department of Employment, serving not only junior college youth, but all youth of the community, has grown from this beginning of about 30 monthly placements, April 1, 1940, to an extensive service placing 500 or more young people a month part-time and full-time. The placement personnel has increased from one civil service employee to a total of six. In addition to these six youth section employees, one and one-half units of personnel of the Department of Employment devoted their entire time to field visits referring any employer's orders for youth to the coordinated youth service.

Thorough coordination was effected between the downtown office of the Department of Employment, the junior college office, and the high school office with reference to employers' orders, referrals, and placements. Not only were the calls from employers transferred, but work applications made in one office were filed in the others.

A bulletin board outside the office keeps the students informed of specific employment opportunities. Faculty members are sent frequent memorandums listing vacancies and requirements. Placements are made promptly. An applicant is seen by appointment so that waiting at the office will be unnecessary. An interview is usually 15 minutes—never longer than 20 minutes. It has been found to be more

effective to have another interview rather than to prolong one beyond 20 minutes.

An interview implies four steps: first, to secure rapport between interviewer and applicant by a controlled conversation; second, to secure educational qualifications, to obtain all work history and experience without embarrassing the inexperienced, and to record the necessary statistical data; third, to give information or counseling in regard to employment problems based upon evaluation of the recorded information; and fourth, to establish good will, a combination of all the other things that preceded.

It has been found that many applicants, usually youth not in junior college, are not readily placeable because of personal handicaps. For this reason, the placement officer asked that instructors in the Division of Commerce assist him in solving this problem. A clinical course in Problems of Personal Development is to be given each semester to help develop poise, to improve the prospective employee's personal appearance, to give the techniques in making oral and written applications for positions, and to discuss employer-employee relationships. This clinical service will be adjusted in length of time to the individual's needs.

One of the incoming new staff members will be qualified to handle all the testing. The U. S. Employment Service has batteries of tests—a few of which have been standardized, such as the riveters' battery. Typewriting, shorthand, mechanical aptitude, and clerical tests are routine. Lockheed and U. S. Electrical Motors, among other outstanding firms, have asked the placement office to do much of their testing.

An occupational filing record system is in effect. Each applicant's card is

classified according to code taken from an occupational dictionary, the result of several years' research on the part of the U. S. Employment Service. The available file consists only of those who have been in the office within 30 days.

Most of the divisions of the college have furnished young workers for placement. The Division of Commerce has supplied well-trained office workers, secretaries, credit investigators, stenographers, bookkeepers, retail salesmen, business machine operators, general office workers, file clerks, and PBX operators. The Division of Engineering and Mathematics has selected field surveyors, draftsmen, and electricians for public utilities, aircraft industries, and electrical contractors. The Division of Art has referred qualified applicants to advertising agencies and card writers for retail stores. Some of the English Division majors have been placed as proofreaders and in other journalistic activities; the majors of the Division of Science have been placed with the State and U. S. Forestry Departments; orchestras for week ends and resort work have been recruited from the Music Division. From the college as a whole, miscellaneous placements have been made such as interpreters, out-of-school work, traffic checking for both governmental and private advertising agencies, and defense activities.

The follow-up under the Junior Placement Section has so far been indirect as a result of insufficient personnel. The immediate future will envisage more efforts in this direction. The instructors of the Division of Commerce through their wide business acquaintance do some of the follow-up work but again not in a systematic fashion.

Many of the junior college students work one-half to full-time. Additional training may be obtained at the NYA,

continuation high school, high school, or junior college. San Bernardino High School offers classes in aircraft riveting and sheet metal work, pattern making and pattern layout, and machine shop and bench assembly. The NYA offers classes in sheet metal construction and in woodwork. The junior college has (1) an electrical institute course, (2) CAA primary and secondary courses, and (3) an aircraft engine maintenance class which will expand later to include jig building, lofting, and template layout. Application has been made for a class in welding and rivet heating. The Division of Nursing furnishes a prenursing curriculum followed by three clinical years at the San Bernardino County Hospital. Plans have been drawn and approved for a building for the education of women. This work will include training for hostesses, waitresses, and other phases of home economics in addition to short unit courses to meet the emergency needs: first-aid, auto-mechanics, and woodwork.

The time since the inauguration of this program is still too short to draw valid conclusions. From January 1, 1941, to date, consideration must be given to the fact that the program has been operating during a period of peak employment. It has enabled the schools to retain their privileges of counseling, recommending applicants, and evaluating instruction in terms of placement. At the same time, instructors have been able to devote time formerly spent in placement to other activities. It has meant elimination of a duplication of functions formerly performed by several public agencies, thereby saving taxpayers' money. Moreover, a reduction has been made in the demands upon the employer insofar as the time he gives to calls of placement officers has been lessened.

Lecture Method: Junior College Model

ROBERT C. GILLINGHAM

SINCE the advent of the junior college movement and its rapid development in later years, much has been written about the underlying philosophy, the optimum curriculum, and the proper means of administering this newer phase of education. Still more recently, the discussions on terminal education have added a considerable body of data on how the junior college should be organized, who should be taught, what ought to be taught, and who should be doing the teaching.

This is all to the good. To date, however, one other factor, which is vital to the success of the entire junior college program, has received all too little attention; namely, just how should actual instruction be carried on in the junior college classroom? In looking for answers to this question, one is at once impressed by the lack of professional literature on teaching method as applied to the junior college level. Excellent materials on the specifics of instruction are now available for the guidance of elementary and high school teachers, and some definite attention has been given the matter in higher institutions. Practical suggestions on teaching techniques peculiar to the junior college, however, are at a premium.

ROBERT CAMERON GILLINGHAM was a first sergeant on the 55th ammunition train of the American Expeditionary Force during the last war and now writes with army vigor to attack various types of junior college lecturers. He entered the field of education immediately upon his return from the last war and has taught in the high school, the junior college, and the university. He is now chairman of the social science department at Compton Junior College where he has been since 1927.

The following discussion deals with one type of instruction which has already had considerable use—and abuse—in the average junior college class: the lecture method. It grows out of an effort by the writer to clarify and improve his own teaching after some years' experience in the public junior college. It is also based on the firm conviction that too much of the criticism of the lecture method has been destructive and not constructive; that this method has a definite place—but not a monopoly—in junior college teaching; and that the "betwixt and between" nature of instructional problems at the junior college level calls for a careful reorientation of this type of instruction, as well as all other pedagogical devices borrowed from the high school or the university, if real teaching success is to be attained.

What is the lecture method? Mr. Webster's "famous book" defines it as "a formal or methodical discourse, intended for instruction." Wesley calls it "teaching by means of the spoken word."¹ When the writer recently asked a university professor what he did when he lectured, he answered: "Why, I just talk!" Unfortunately, this seems to be the extent of the analysis of the lecture method in too many instances, regardless of the grade level where it may be used. The general impression seems to be that it is a classroom device in which the instructor does all the talking, with the students doing all the listening, and taking notes.

Before attempting to relate the lecture method to the junior college classroom it may be of some value to expand its

meaning by first directing attention to the varying "styles" in current use. Here, again, one gets little help from existing literature as to the detailed "break-down" of lecture technique. Nevertheless, the experienced instructor will readily distinguish several types, which may include the following:

1. Emphasis on "straight talking":

a. *The "reader" type.* Usually very formal in style; follows a prepared phraseology and rigid subject matter outline; stands behind lecture pedestal or sits at desk, does not move about, and tends to keep his "nose in his notes"; uses no dramatic gestures or special illustrative devices; no student discussion or participation except through listening and taking notes.

b. *The "note outline" type.* Also formal in style; uses a prepared detailed outline, but with extemporaneous oral composition when delivering the lecture; little or no use of gestures, or other special devices, but usually speaks to the class instead of into the notes; also places emphasis on coverage of subject matter.

c. *The "tandem-rambler" type.* Uses very few notes, other than a general outline; starts with appropriate topic, using extemporaneous speaking style; each thought presented suggests a series of more or less related thoughts or incidents, generally involving the mention of extraneous items; does not follow a time budget; may not get back to the main point or finish in logical fashion.

d. *The "entertainer" type.* Uses no notes at all; good at extemporaneous composition and vocal change of pace; has no logical outline; tells many stories or incidents, including his life history; may make use of special gestures or other devices; usually interesting, but impossible to secure orderly notes.

2. Talking with gestures:

a. *The "lecture pedestal" type.* Stands behind pedestal (or sits at desk); gestures usually restricted to simple arm or hand movements; all gestures tend to be of same type regardless of topic under discussion; uses simple designs—holding up one or more fingers, putting hands together, or restricted waving of arms.

b. *The "pointing" type.* Uses simple gestures as above, but places much more emphasis on actually pointing to more or less appropriate objects in the room to indicate size, amount, content; tends to be less formal than the "lecture pedestal" type; tends to use devices

at hand rather than thinking about them before beginning the lecture.

c. *The "arm waver" type.* Uses all of gestures previously described, but generally includes larger, wider, or more sweeping use of the arms and accompanying increase in general body movement; tends to be dramatic with all topics; impresses one with his vividness of style, but which may overshadow logic of presentation or coverage of content.

d. *The "wanderer" type.* Uses gestures as he moves about the room; tends to carry notes in one hand while gesturing with the other; tries to be informal; leans against desk or blackboard; usually more nervous, hard for him to "stay put".

3. Lecture-demonstration:

a. *"Chalk lecturing".* Combines talking (with or without gestures) with constant use of the blackboard; uses board for spelling of words, lecture outline, drawing of diagrams; may use orderly pattern or "clutter up" the board; rarely uses the lecture pedestal for any length of time.

b. *The map and chart user.* Places great emphasis on illustration by means of prepared maps and charts; tends to lecture into, as well as out of the map or chart; usually places more emphasis on uses of graphic devices in notes of students; places emphasis on exact knowledge of subject matter and observation of detail.

c. *The user of special devices.* Combines talking with demonstration of ideas through hand-use of pictures, small charts, diagrams, objects, or samples; may provide students with individual samples or copies of materials to supplement the lecture content; does not cover as much ground as in more formal types of lecture.

d. *The user of mechanical audio-visual aids.* Combines lectures with more frequent use of motion pictures, slides, and radio equipment; may present topic in form of experiment before the class, talking as the experiment develops; may tend to present the dramatic, the entertaining or the unusual; also has difficulty in coverage of subject matter.

4. Lecture-discussion:

a. *Lecture plus pause for questions from class.* May be interspersed through the course of the lecture, or toward close of the class period; questions usually of volunteer type on part of class, and may tend to be asked only by certain students of more voluble type.

b. *Lecture plus pause to ask questions of the class.* Usually not intended to be a quiz, but for purposes of stimulating thinking about the topic of the lecture; may or may not be followed up by specific answers on the part of the class or by instructor.

c. *Lecture plus prepared student participation.* Use of oral reports at appropriate points in the lecture, or other planned student

¹Wesley, E.B., *Teaching the Social Studies*, p. 500.

exercises centering around the immediate lecture topic; discussion follow-up and summary lecture by instructor.

d. *Lecture plus informal student participation.* Planned talk by instructor, plus general student discussion, stimulated by questioning, pause for clarification by use of the blackboard or through special devices, use of student "critics"; lecture summary by instructor.

It will be noted that the above classification stresses differences in the lecture method as actually used in the classroom, rather than the techniques of outside preparation or organization of content appropriate for differing courses or types of subject matter. Obviously, there is overlapping among the various "styles" which have been cited, and much more could be stated for and against each method. Furthermore, this attempt to distinguish between the several means of lecture procedure does not imply that any one single type will be the only method used by the competent instructor. Nevertheless, anyone familiar with current practice will at once be reminded of certain instructors who tend to use some one of these methods to the almost complete exclusion of all others.

All the above types of lecture method may be found in use today in greater or less degree from the elementary grades through the most advanced graduate classes in the university. We come now to the main issues in this discussion. Assuming that the lecture method has a place in junior college instruction, what "brand" should be used? When should it be used? What should be the length of the lecture? How must the lecture be adapted to junior college students, and to junior college classroom conditions? This is quite a large order, but we venture to offer the following observations:

1. A combination of lecture-demonstration and lecture-discussion is recommended as most suitable for the junior college level. The use of "straight talking" only is deprecated; many

junior college students need something more than the sound of the voice to get the most out of the longer presentation as contrasted with their experience in high school. Genuine learning via the lecture in the junior college class must provide for adequate "seeing, hearing, and doing" activities on the part of the students.

2. The lecture has a definite use in junior college classes, as in all other grade levels, in introducing a subject, in supplementing text material, in clarifying a specific topic, and in summarizing class discussion.

3. The lecture should not be given continuously for an entire class period, nor for an extended series of class periods without a break, as is too often the common practice in the university. However, it should be used for a greater percentage of the class period than is advisable in the high school. Thirty minutes of a 55-minute period is a suggested maximum.

4. Lectures in the junior college should be presented on an adult basis, using a natural speaking voice and manner, but definitely business-like and with a reasonable degree of formality. The most effective "stance" calls for standing rather than sitting, permitting easy movement about the room, and smooth use of the blackboard or of special devices.

5. The instructor should plan to cover more ground in the same period of time as compared with the lecture in high school. In contrast with a university class, presentation of subject matter should be selective, rather than attempting to cover all topics. If it comes to a choice between covering ground or having discussion or demonstration, take time out and discuss or demonstrate.

6. The double-barreled pressure caused by the desire to parallel university standards by covering a relatively greater content than in high school and still allow class time for student participation means that the handling of attendance requirements and other inevitable routine in the public junior college should be highly systematized in order to save more time for the lecture.

7. Junior college lectures should be carefully budgeted, both as to time and nature of content; with due allowance for elasticity dependent upon student interest. A definite outline should be followed, which is well "sign-posted" through use of strategic words and phrases, repetition through differing expressions or illustrations, blackboard use, or through printed or mimeographed outlines.

8. Presentation of abstract concepts should not be avoided in the lecture, but the extensive use of a highly academic vocabulary is unwise. Use the big words and quote the theories in scholarly terms, but be careful to repeat them in simple, concrete language. Take more time than is usually done in

higher institutions to clarify terms by pronouncing them distinctly, writing them on the board, using them in another sentence, or occasionally showing their derivation.

9. Junior college lecturing should be accompanied by constant use of the blackboard, or the blackboard map or chart; as a means of assisting less experienced students in note-taking and to eliminate unnecessary questions in later discussion. The instructor should learn to write clearly and continue his lecture at the same time; using the board to develop the main outline, spell important words, or draw simple diagrams.

10. Variations in maturity and interests of junior college students call for a continuing variety of illustration and special motivating devices with each lecture. Use more than one illustration to emphasize a major point, but always "begin at home," if possible, with known quantities or situations familiar to the majority of the class. A constant attempt should be made to include "hand-use" demonstrative materials—charts, objects, pictures—which may be readily handled as the lecture proceeds, and later passed around during discussion periods.

11. The lecture should include a definite tie-up with the principal text and reference materials. Introductory lectures on a new topic should include guidance in text use, with the text brought to class for direct reference. Avoid waste of class time in making assignments or clarifying study of content by providing written aids for each student whenever possible. Lecturing directly on the text is usually inadvisable, but it should be definitely related to lecture topics, quoted as an authority to support a particular point, and compared in viewpoint with other sources.

12. Efficient junior college lecturing makes provision for improvement of specific learning techniques, acquisition of knowledge, and clarification of individual vocational aims through regular use of a variety of student activity during the course of the lecture. Suggestions: traditional note-taking stimulated not only by blackboard use, but also by mimeographed "fill-in" outlines, charts, or diagrams furnished each student; distribution of objects, samples, forms, or reports, with appropriate reference to them at the proper point; regular use of planned or informal discussion; interjection of a thought in question form; use of planned oral reports plus follow-up by assigned student critics; use of students in lecture-demonstrations; and use of student critics or panels to discuss the lecture just given, plus student discussion and instructor summary.

In conclusion, it should be apparent that the lecture method, in the opinion

of the writer, is an important teaching device in the average junior college class, but is not the sole method available—it must be a close partner with other well-established learning techniques. The "junior college model" of the lecture method should aim definitely at high standards of scholarship, but just as definitely must not be conducted on a "survival of the fittest" basis. It should include theory, but must not neglect the practical application. It should use an adult approach and be very much aware of practice followed in higher institutions, but cannot afford to overlook certain "tried and true accessories" which have proven their worth in high school teaching. Finally, and by no means the least, the junior college lecture, properly adapted to the class involved, should be an instrument through which to present considered instructor judgment, but should never fail to stimulate individual thinking on the part of every student.

There are great intellectual tides constantly moving beneath the surface of our civilization. The increasing wealth and leisure time of our people have prolonged the period of training for our youth. The complexity of society as a result of scientific discovery requires a better understanding of our environments, and the need of democracy for a well-trained citizenship has become of paramount significance. The public junior college is a part of the answer of the school system to the persistent demand for a redirected program of training for an ever-increasing percentage of the total population and these institutions deserve support in their effort to raise the level of living for the great mass of our people—PAUL B. JOHNSON, *Governor of Mississippi*.

Chemistry at Los Angeles City College

IMO P. BAUGHMAN

AT Los Angeles City College specific courses have been developed to meet community needs. These are called semiprofessional and differ from the regulation university-type courses, which are also presented, in that the work is not foundational in nature but instead a complete phase in itself.

One of the first curriculums developed after the college was organized in 1929 was one to prepare young women in the preliminary work necessary for enrolling in a hospital to train as nurses. The basic sciences such as anatomy and physiology, bacteriology, chemistry, and dietetics were included with English, psychology, mathematics, and electives selected by the student. The amount of training and the units assigned to each course were decided by a committee made up of representatives from the leading hospital training schools of the area and members of the college faculty teaching in the fields directly concerned. The content of each particular course and its method of presentation were left to the discretion of the instructor.

It fell to the lot of this writer to organize the course in chemistry for young women preparing to enter training as nurses. This has been an intensely interesting and stimulating educational experience. Training schools

had heretofore done their own training in the basic sciences. Some hospitals had their own laboratory facilities for the sciences such as bacteriology, chemistry, and dietetics; others made arrangements to transport their student nurses to a near-by high school for a special class conducted by the high school teacher in late afternoon or early evening. The instructor in courses given at the hospital might be a physician or nurse from that institution or a teacher from some school in the vicinity. These arrangements were abandoned to have Los Angeles City College give the science training.

At first the students in these college classes were largely those young women already enrolled in the hospital training schools. But it was strenuous business to attend classes at the hospital, come across the city to the campus for other subjects, and do some floor duty at the hospital in addition. Soon, the curriculum on the campus became a requirement for admission to a training school. There was an attempt to take all the sciences in one semester which also was found to be too heavy a load, and was soon abandoned, so that one year quickly came to be the logical length of the course. Meanwhile educational standards were being raised and students found it advisable to take additional work. Thus evolved the present two-year Los Angeles City College course for prospective nurses.

The subject matter included in chemistry has changed with the trends indicated. In the first place, available texts were limited in number and content. It became evident early that a new

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course would have to be devised to fit the specific needs. Staff members of the hospital training schools were most helpful in planning the material. They not only gave concrete suggestions concerning subject matter but also arranged for visits to the hospitals where actual observation of procedures proved invaluable. For instance, the various types of anesthetics with their properties and uses were thus observed. By this means an outline was evolved to accompany the most likely text available. The outline included: properties of matter; common gases; acids, bases, salts; antiseptics; anesthetics; textiles; calorie problems; foods; thermometers; solutions; cleaning agents; stain removal; urinalysis.

This course differed from the conventional type in several respects. It was brief (one semester only), concentrated, applied, and complete in itself without prerequisite or follow-up. It became necessary to have additional laboratory exercises to illustrate the lecture material and this was made of as practical a nature as possible. Meantime the need was felt for more time to review orally, so an hour was added for a quiz section, bringing the total hours to approximately 120 per semester. This additional time was very useful for practice in learning symbols, writing formulas and equations, and associating the use of the substance with its formula, chemical name, and common name.

Throughout the course emphasis is placed on the practical aspects. For instance, oxygen is noted as important to the pneumonia patient, for high altitude aviation, and for administering with anesthetics such as nitrous oxide. On the other hand no mention is made of the molecular weight determination of oxygen, since the limited time does

not permit of both theoretical and practical uses.

X-rays and radium not only include a phase important to a nurse but give an excellent introduction for the structure of the atom which is the key to properties of the elements and their compounds. An understanding of the types of solutions and the expression of their concentration in terms of per cent, molar, and normal, not only lays a foundation for further work later in drugs and solutions, but also is useful in the preparation of reagents used in a clinical laboratory. Students prepare solutions of definite concentration during the laboratory exercises, and determine the concentration of an unknown per cent solution. Two determinations are required so that the individual can compare the two results. Sometimes we give as unknown a preparation of definite per cent composition which the same student prepared earlier. Such an exercise gives training in handling equipment, weighing and measuring accurately, and provides the student a check on her efficiency throughout the entire procedure.

The work in urinalysis is another illustration of the practical aspect of the subject matter. Descriptive material in lectures provides a background for the laboratory tests and their significance. Practice is given in the procedures with known specimens, and then one or more unknowns are provided for analysis. The student's report on findings for each sample is checked carefully with her by the instructor so that any errors of omission as well as commission are understood.

Gradually the original outline was as well as commission are understood. applicable to the field of nursing, and this was mimeographed by the college for class use. This eventually became

the text book¹ through further refinement by repeated use. The laboratory exercises were compiled in manual form² to accompany the text. All permanent records in the laboratory manual are required to be printed in ink in order to furnish the student practice for hospital work where record cards of patients must be printed in ink. There are two sets of questions for each laboratory exercise—the "A" questions to be answered after preliminary study of the procedures, and the "B" questions to be answered after the experimental work has been completed and written up.

This subject matter indicated may seem an unusually large amount of material to be covered in nine hours per week for one semester, but various devices are employed to make such an accomplishment possible. For instance, the quiz section time is used to amplify and review lecture material, to answer student questions and to question the students on material previously presented. Laboratory time is conserved by having space in the manual for answering questions about the experiments. The class work is so planned that lecture material is presented first for a particular topic which is then followed by laboratory experiments. Frequent short mimeographed tests are given to enable both students and instructors to check progress.

Much valuable information has been given by students both orally by individuals and collectively by written class questionnaires in organizing the course. Suggestions were solicited in regard to content, time allotted, written work such as frequency and length

of tests, and outside reading reports as well as problems and questions in the text to be answered.

Students by a large majority vote for frequent short tests to check up on their knowledge of the work. They feel that more is gained from short oral reports on outside reading than from one long report. Replies indicate that answering of questions at the end of the chapters in the text helps in remembering the material. Thirty-eight students in one group preferred to have the laboratory work checked in class in consultation with the worker, while 11 preferred to have the checking done outside of class time. From another group of students, 44 out of 55 found practical application of their work in a variety of ways, which intensified an effort to include more practical uses.

From time to time hospital training schools are visited to see if the students who have had this work are showing adequate preparation and to find what suggestions the instructors there have for making this course more useful. These staff members have been most helpful with many practical suggestions for inclusion of useful material and also in freely permitting and arranging visits to various departments and classes at the hospitals. This splendid spirit of friendly and helpful professional cooperation has been of inestimable value.

In addition to prenursing students, there are various other fields represented among the students in chemistry. It is also found that there is much in the course of practical use in the home and the clinical laboratory as well as in the hospital. Still other students find such a course helpful as a review of earlier work in chemistry, or as a preliminary to further more advanced work in chemistry.

¹ Baughman: *Elementary Chemistry with Practical Applications* (Lea and Febiger 1937).

² Baughman: *Laboratory Manual for Elementary Chemistry* (Shaw Press 1939).

Content and Methods in Philosophy

HARRY RUJA

THE first course in philosophy in the university has been, and in many colleges still is, a course in the history of philosophy. The lives and opinions of the eminent philosophers are described and discussed. A major justification for this in the university, viz. preparing the students for further courses in philosophy, is irrelevant to the junior college since most of our students (in our institution 70 per cent) are terminal students. When in addition it is considered that not all of those students even who transfer to a four-year institution will take courses in philosophy, it will be seen how inappropriate it is for us teaching philosophy in the junior college to have as our major purpose the preparation of students for advanced work in philosophy.

There is a more serious objection to the history course: it focuses the attention of the student upon what various "great men" have said on various issues and makes it, then, a presumption, or at least a digression, for the student to attempt to settle the issues for himself. How, then, can they be expected to stir him?

An experience of mine is probably

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typical. I was expounding Plato's criticism of democracy (that it brings about the rule of the incompetent) and asked the students how they would answer that criticism. Utter silence reigned! Despite their presumed devotion to democracy, not one could (or would) answer this elementary criticism. I cannot suppose that my students were all indifferent toward the problem or that they were incompetent to form an opinion and defend it. Rather, the feeling probably was that since it was a history course, the emphasis was upon what *Plato* and the others had said and that it was therefore an impertinence for them to say what *they* thought.

Great and original minds are, no doubt, stimulated by contact with great and original minds; but our students (ordinary folk, mostly) are more likely to be awed and to feel inhibited. The role the student fills is that of the detached spectator. "Interesting," his reaction is likely to be, "but what is this to me?" At its worst, the parade of opinions may induce in the student a nihilistic attitude. Everyone contradicts everyone else, and the result is zero, he feels. If for all these centuries these debates have raged with no solution, can we expect any solution at this late date, he asks. Distrust of reason—the very antithesis of philosophy—results.

The junior college can have no patience with academic rigmarole pursued for questionable "cultural" values. Only those activities can justify their existence which fulfill genuine needs and relate concretely to real life conditions.

I submit that genuine objectives of the philosophy course in the junior college are:

(1) by stimulating the student's thinking, to enable him to formulate for himself a clear and coherent philosophy of life

(2) to introduce him to some of the great thinkers of the West, to the themes of their reflections, and to the concepts they have formulated, in order to widen his experiential horizon.

Of the two objectives, the first is primary, and the second must serve the first. We seek to know what others have thought in order that we may know better what we should think.

Concretely, the procedure is: (1) to ascertain what for the student is an urgent, contemporary problem.

I have tried to do this by keeping an eye on the newspapers, the motion pictures, and the college publications and by keeping an ear tuned to the radio, and to student conversations in order to keep alert to the issues that are in everyone's mind, especially in every student's mind. I have found that I can not assume that a problem which is alive for the professors and the philosophers is alive for the students. Nor can I assume that if a philosopher is living, his philosophy is.

Today, some such problems as these come to light after such searching: "Is war ever justifiable?" "Is not my first duty to myself?" "Is it right to break a law with which one does not agree?" Or even "Why should it be wrong to cheat in examinations?"

(2) The second step in the procedure is to isolate the basic philosophic issues involved in these immediate problems.

In the classroom, we discover cooperatively that the urgent, immediate problems cannot be solved satisfactorily without going pretty far afield. To solve the problem, e. g., of the present war crisis, one must solve the basic abstract issues of selfishness vs. service, the individual vs. society, etc. Is not that, after all, the justification for philosophy—that one must be abstract to deal successfully in any fundamental way with the concrete?

(3) The third step is to bring to bear the reflections of the philosophers of the past on the problems of the present.

The emphasis, then, is on the student's need to formulate for himself a philosophy which will satisfy: (1) a practical need for guidance of life, (2) an intellectual need for satisfaction of curiosities about the world in its more ultimate aspects, (3) an emotional need for stability, security, and reassurance about one's place in the universe. These needs will motivate different students differently, and each student should be encouraged to discover for himself which motive appeals to him most and to devote his energies toward achieving those satisfactions which he most requires.

I have found that three psychological principles are of special help in executing this plan.

(1) Maximum efficiency will be achieved when the student is ready and receptive.

I make the effort to find out what his problems are and then to relate what I have to say to what concerns him. I try to show why a problem is important before telling what, in detail, the problem is. We explore his notions, erroneous though they may be, before considering others.

(2) The way to get him interested in what does not now interest him is to relate it to what does interest him.

Most introductory philosophy texts discuss first problems of knowledge, then problems of reality (metaphysics), then problems of life (ethics). Of 14 recent texts I examined, only one (Nicholson, *An Introductory Course in Philosophy*) begins with ethics. Some do not even discuss ethics but substitute for it an abstract discipline called "theory of value." The proper order of topics is not "logic, metaphysics, ethics," but just the reverse "ethics, metaphysics, logic." The former is the logical order for the system-builder; the latter is the psychological order for the pedagogue.

(3) The movement of thought is from the whole to the part, from the plausible, familiar, and obvious to the paradoxical, strange, and subtle, and from the concrete to the abstract.

I have found that it promotes understanding if I define terms *after* making a statement containing them (cf. Gestalt psychology), if I describe a concrete situation, *then* for-

multate the abstract problem involved in it, and if I give an illustration of what I am trying to define *before* I define it.

An introductory course which begins with the urgent problems of everyday life is more likely to command the attention and interest of the student than the history of philosophy which begins with Thales, who said "All is water!" This most implausible statement alienates the student right from the start. Epistemology, with which most introductory texts begin, has as a crucial problem: "If a tree falls in the middle of a forest when no one is in the vicinity to hear it, does it make a sound?" How can the student who must begin there help thinking that philosophy is mere trivial quibbling?

Formulating a principle of procedure and executing it in detail are, of course, two different things. My own technique needs to be sharpened considerably by more experience; but some signs have come to my attention showing that the plan outlined does define the correct approach toward the task of nourishing the philosophical spirit.

The conversations of the students with me after class are not about grades (abominations!) but about philosophy.

The students debate with each other (on philosophy) in class and out of class.

The students make a point to which the discussion is leading just before I am to make it.

The students write critical, informed, imaginative but balanced papers.

STUDENTS ON THE WAR

(Continued from page 310)

faced with the same problems that our mothers and fathers had to face some 20 years ago. They went in with their fists flying, took it hard on the chin at times, but came through with banners high. Steadily and with care they built up the backbone of a great democracy until it was a great protecting fort for every American. Now it is up to us to take over the fortress they built and keep it standing.—*Northern Oklahoma Junior College, Oklahoma.*

War means long years of hardship, deprivation, and unceasing work for us.

Each of us has to make up her mind to that fact and prepare herself to help in the titanic struggle.—*Ward-Belmont School, Tennessee.*

This is the time for straight thinking. Democracy is based on the presumption that the people under its jurisdiction are capable of mature and logical thinking. Unity is a wholehearted thing that comes, not from orders and fear, but from a cooperation that is inherent in the people of this nation. America isn't just the thing you're walking on, it's you, and what you do to it you do to yourself.—*Santa Monica Junior College, California.*

The service needs fighting men, but the country also needs men fully developed in every major course of study offered them by this school. From machine shop practice to political science, from business administration to engineering, your study is essential. For just as youth must fight today, it is also they who must untangle the world tomorrow.—*Riverside Junior College, California.*

Monday morning, December 8, 1941, dawned dark and foreboding in the Western Hemisphere with the news that the United States had been treacherously and unprovokedly attacked in her outlying possessions by the Japanese Empire. All of us know well that lives must be sacrificed; that trials and tribulations will beset us on all sides; that days and quite possibly years of sadness and darkness are facing us; that uncertainty and physical and mental hardships are in the offing; but knowing all these things and believing as we do that righteousness shall always prevail, we are positive of ultimate victory. We now go forward with a prayer on our lips and a conscience clear as to our duty.—*Schreiner Institute, Texas.*

Reports and Discussion

LIBRARY MEETING

The Junior College Libraries Section of the Association of College and Reference Libraries held a luncheon meeting in Chicago December 30 as part of the Midwinter Conference of the Association. Those attending heard Leon Carnovsky of the Graduate Library School of the University of Chicago speak on "Self-Evaluation; or, How Good Is My Library?" Maysel O'H. Baker of LaSalle Peru Junior College, Illinois, was chairman of the meeting.

COAST-TO-COAST WORKSHOPS

With army officials warning educators to speed up training and to offer more short terminal courses to help the all-out war effort of the nation, the Commission on Junior College Terminal Education has decided to provide from coast to coast this summer three workshops for junior college instructors interested in setting up terminal courses and in studying other problems of terminal education. These workshops will be located on the east coast at Harvard University, in the midwest at the University of Chicago, and on the west coast at the University of California.

At least 100 scholarships will be provided for qualified junior college faculty members interested in study at the workshops.

This action was taken by the administrative committee of the Commission on Junior College Terminal Education which is a part of the American Association of Junior Colleges. Rosco C. Ingalls, president of Los Angeles City College, California, is chairman of the

committee, and Doak S. Campbell, president of Florida State College for Women, chairman of the commission.

The workshops at the University of California were started as an experiment last summer as part of the study on terminal education being carried on by the American Association of Junior Colleges through a grant from the General Education Board of New York. With 129 representatives of 97 junior colleges from 30 states taking advantage of this opportunity last summer and with definite progress made by them toward solving problems in terminal education, the committee has been encouraged not only to continue the workshops in California but also to establish the additional ones at Harvard and at the University of Chicago. The increased interest in terminal education in connection with the war effort this year adds even greater significance and responsibility to next summer's workshops.

LELAND L. MEDSKER
Secretary

Administrative Committee,
Commission on Junior College
Terminal Education

ENGLISH TEACHERS MEET

The National Council of Teachers of English met in November at Atlanta, Georgia. Seventy-one were present at the junior college section of the meeting. The section was addressed by Edwin R. Coulson of Santa Monica Junior College, California, who spoke on "The Junior College Looks at American Literature"; by Mother M. Alphonse McCabe of Springfield Junior College, Illinois, on "Little Theater:

Background Study to Increase Appreciation of American Theater and Drama"; and Reed Smith, dean of the Graduate School of the University of South Carolina, on "American Ballads and Folk Songs." Miss Anne Grace O'Callaghan, supervisor of high school music in Atlanta, entertained the group with four old-world ballads that have survived in the hills of Virginia and Kentucky. Elmer C. Stauffer of Herzl Junior College, Illinois, presided at the meeting. The group will meet next year at Atlantic City, New Jersey.

NORTHWEST ASSOCIATION

The Northwest Association of Secondary and Higher Schools accredits junior colleges through its Commission on Higher Schools. Junior colleges applying for membership were evaluated according to the Association's standards for higher schools.

The most recent revision of these was adopted on April 5, 1939. In April, 1941, the Commission on Higher Schools decided that the time had come for the formulation of a suitable set of junior college standards. A committee was appointed composed of President E. B. Chaffee, Boise Junior College, Idaho; Professor L. H. Creer, University of Utah; President H. A. Dixon, Weber College, Utah; Dr. Paul F. Gaiser, superintendent of schools, Vancouver, Washington; and Dean G. A. Odgers, Multnomah College, Oregon, chairman.

The individual members of the committee carefully studied the standards of the other regional accredited associations and of the different states. The group met at Boise Junior College in August and spent two days preparing a preliminary statement. This was edited by the chairman. Copies were mimeographed and sent to the heads of all members of higher schools of the as-

sociation, a few nonmembers, and leaders of the junior college movement in other sections of the country, with the request that they send their criticisms to the chairman.

Because of the number of letters received regarding the proposed length of academic year and recommended teaching load, a questionnaire regarding these two subjects was sent out. Using the data received and the suggestions and recommendations concerning the proposed criteria, the committee, meeting on November 27 at the University of Utah, reviewed and revised parts of the preliminary statement. The Commission on Higher Schools spent the greater part of the next day considering the report of the committee and, after making five changes, approved it. At the business session on November 29, Dean Odgers submitted the proposed criteria. After a brief discussion, they were unanimously adopted.

GEORGE A. ODGERS, *Chairman*

(NOTE: It is hoped that space will permit publishing in full the new standards in a later issue of the *Junior College Journal*—Ed.)

ILLINOIS ASSOCIATION

The Ninth Annual Faculty-Student Conference of the Illinois Association of Junior Colleges was held at Lyons Junior College, LaGrange, Illinois, on Saturday, November 15, 1941. The conference is unique in that both students and faculty participate. "Guidance and the Curriculum" was the main theme. After a general assembly in the auditorium, the group separated into sectional meetings.

Dr. J. Dyke Van Putten of Blackburn Junior College, president of the Illinois Association, called the meeting to order. Dr. G. W. Willett, superintendent of Lyons Junior College, gave the address of welcome. Music was

furnished by a choir of 50 male voices from North Park Junior College under the direction of Oscar E. Olson. The main address of the general session was delivered by Dr. S. A. Hamrin, director of the Summer Session for Northwestern University.

The following student conferences were held: Assemblies, Clubs Professional, Clubs Subject, Debate, Dramatics, Hobbies, International Relations, Music, Newspaper, Oratory, Physical Education—Men, Physical Education—Women, Social Life, Student Councils, and Community Service.

These sectional meetings for students are arranged and conducted entirely by junior college students. A student chairman presides with a secretary who reports the content of the meeting to the secretary of the association. Since no faculty member is present, the student feels somewhat freer to express himself. Some excellent contributions come from these meetings, giving ideas and incentives.

The following faculty conferences were held: Administration, Commerce, Accounting and Secretarial, Engineering, English, Extra-Curricular Activities, Foreign Language, Humanities and Fine Arts, Library, Mathematics, Music, Personnel, Physical Education—Men, Physical Education—Women, Philosophy and Psychology, Biological Sciences, Physical Sciences, Social Sciences, Speech, and Athletics. Two hours time is given to all sectional conferences.

Dr. Hamrin in his address interested both students and faculty with his subject, "Guidance and the Curriculum." In an attempt to discover what guidance is, the suggestion was made that it is the personalizing or facilitating element in education. It attempts both to help the person discover his abilities and inter-

ests, and then to provide the individual with opportunities to develop in harmony with this discovery. Guidance is based upon an acceptance of the fact of an individual's definite belief in his growth and responsibility.

In the sectional meeting for Administration, Leland L. Medsker, assistant director of Occupational Research, Chicago City Schools, discussed Junior College Workshops. Mr. Medsker reviewed the workshops of last summer and gave a synopsis of the ones to be conducted during the summer of 1942. Since those present were interested mostly in the one to be held at the University of Chicago, Mr. Medsker outlined it more in detail. Dr. Leonard V. Koos, who will have charge of the workshop at the University of Chicago, explained some of the plans and announced some of the members of the faculty who will assist him.

Dr. Dorph Brown, Dean of Herzl Junior College, discussed what the junior college can do to aid in national defense. Dr. Brown brought out many important points both of interest and value to those present.

At the conference were represented 28 junior colleges, as well as the University of Chicago, Northwestern University, and the Illinois Institute of Technology. The total attendance was 870. All member institutions will receive a 45-page mimeographed report of the conference.

JAMES L. BECK, *Secretary*

INDIANA DISCUSSION

"The Junior College" was the sole topic of discussion at the annual meeting of the Indiana Schoolmen's Club held at Indiana University, Bloomington, December 13. President Walter A. Davis, of Vincennes University, spoke on "A County Public Junior Col-

lege—Its Organization and Contributions"; Professor L. C. Larson, of Indiana University, on "The Junior College Within the University—Its Organization and Contributions"; and Walter C. Eells, Executive Secretary, American Association of Junior Colleges, on "The Junior College Program." The general discussion following these addresses was participated in by a dozen educational leaders representing all levels and types of education in the state. The meeting was held under the presidency of H. B. Allman.

MISSOURI ASSOCIATION

The regular meeting of the Missouri Association of Junior College Administrators was held at Flat River Junior College, Flat River, Missouri on November 7. Superintendent Wesley A. Deneke and Dean Irvin F. Coyle were hosts at the meeting. After a visit of the school in the morning, the members of the association were guests at a luncheon served by the Home Economics Department. Dean Coyle outlined the philosophy and program of the college. Flat River Junior College is located in the heart of the lead-belt of Missouri and is presenting an effective program for its constituency. The association then went on to discuss the status of enrollment in Missouri. The military schools have had more than capacity enrollments for this year; the women's colleges have remained practically the same; the coeducational junior colleges have had a very slight loss. In the light of present circumstances, these tendencies were expected. The annual meeting of the association will be held at the University of Missouri and at Stephens College on Friday, February 6.

J. ROBERT SALA, *Secretary*
Christian College,
Columbia, Missouri

JUNIOR-SENIOR COLLEGE MEET

Gulf Park College, Mississippi, was host to members of the Mississippi Association of Junior and Senior Colleges at their annual meeting November 16 and 17. Every senior and junior college in the state, except one, was represented. The general theme of the meet was the "Development of a Program of General Education in the First Two Years of College." The principal address was given by Dr. Charles S. Pendleton, professor in teaching of English at Peabody College, Tennessee. Dr. Pendleton spoke on "General Education and Cultural Values."

A panel discussion led by J. M. Ewing, president of Copiah-Lincoln Junior College, Mississippi, considered the topic of terminal education. Speakers discussed terminal education from three aspects: immediate defense policies as related to terminal education, a long-range program, and moral and democratic aspects. The meet was climaxed by an informal banquet at which entertainment was provided by Gulf Park students from the departments of voice, the dance, speech and theater arts.

TEXAS TEACHERS CONVENE

The 63rd annual convention of the Texas State Teachers Association was held November 20-22 in Houston. The junior college section met November 21 to consider "The Place of the Junior College in the Current Educational Reorganization." Talks were given by Dr. Frederick Eby of the University of Texas on "Present Trends in Junior College Development"; by E. E. Davis of North Texas Agricultural College on "Vocational and Terminal Education in the Junior College"; and by Dr. A. C. Ellis, president of Cleveland College on "What the Junior College Can Do for Adult and Community Service Educa-

tion." R. O. Jonas of Hardin Junior College, Wichita Falls, was chairman of the section.

NEBRASKA ASSOCIATION

Friday, October 24, 1941, was an important day in the history of the Nebraska junior colleges, for on that day at the Yancey Hotel, Grand Island, Nebraska, 21 representatives of the five junior colleges of Nebraska met to form the Nebraska Junior College Association. McCook Junior College, Scottsbluff Junior College, Fairbury Junior College, Hebron Junior College, and Luther College sent delegates.

Dean J. R. Johnson of McCook was elected temporary chairman to start the organization of the association. Marjorie Kelchner of Scottsbluff Junior College was elected temporary secretary. After the discussion of the proposed constitution, which was presented by Dean Johnson, the morning session adjourned.

Following the luncheon period, the group met for the second session in which the following officers were elected: Dean J. R. Johnson, McCook, president; Dean Wayne Johnson, Scottsbluff, vice-president; and Harold Nelson, Fairbury, secretary-treasurer. The official delegates met for the purpose of adopting the constitution.

A motion was carried that a spring meeting be held at the junior college in Fairbury. At this meeting five timely topics are to be discussed, and each junior college was given the privilege of selecting a suitable topic from a list suggested at the meeting. The topics and the school which will discuss the topic are as follows: Luther College, terminal courses; Scottsbluff Junior College, accreditation; McCook Junior College, advertising. Each

Junior College, personnel and guidance; Hebron Junior College, athletics; Fairwill be asked to make a written report on the topic chosen. The oral report for the spring meeting will be limited to a formal discussion while the written report will be submitted in mimeograph form in its entire length and distributed to each junior college and to others interested.

HAROLD NELSON,
Secretary-Treasurer

CENTRAL CALIFORNIA

On November 6, 1941, the Central California Junior College Association met at Reedley, California, for its annual fall session. The session was arranged so that students and faculty attended separate meetings.

The different student section meetings were Forensics, Associated Men Students, Associated Women Students, and Dramatics. The agenda of the faculty meeting included greetings, California Junior College Federation business, Commissioner reports, other reports, and miscellaneous business. At the same time that the faculty general meeting was being held, the students held a general meeting with Bob Booker, Associated Student Body president of San Luis Obispo, presiding.

Leo Wolfson, dean of Reedley Junior College and vice-president of the Central California Junior College Association, presided at the joint faculty and student dinner program. Dr. Alvin C. Eurich of Stanford University, presented the topic, "General Education." His presentation was followed by a discussion with both students and faculty engaged.

This is one of the two regular meetings that the Central California Junior College Association holds each year. Officers of the Association are president,

Henry A. Cross; vice-president, Leo Wolfson; secretary-treasurer, Glenn Pinkham; commissioner of forensic, E. J. Taylor; commissioner of athletics, B. E. Jamison; commissioner at large, Ethel Pope; Associated Men's Students commissioner, P. F. Wilhelmsen; Associated Women's Students commissioner, Florence McKinley; faculty representative, Wendell Howe; legislative commissioner, Grace V. Bird.

HENRY A. CROSS, *President*
San Luis Obispo Junior College

YAKIMA VALLEY CONFERENCE

For 13 years Yakima Valley Junior College, in cooperation with the Yakima Valley Interscholastic Athletic Association, has held an annual high school conference in Yakima. Over six hundred high school students, together with superintendents, principals, and faculty members, from 28 high schools, some at a distance of 80 miles from Yakima, attended this year's conference on November 15. Delegations from the larger schools ran as high as 50 and 60 in number.

The conference was opened with a general assembly conducted by the vice president and other officers of the Associated Students of Yakima Valley Junior College. The conference theme, "The Road Ahead," was elaborated in an address, "Old Trails to New Horizons," by James Forrester, executive assistant of Whitworth College, Spokane. We also addressed the assembly which opened the afternoon session, speaking on the subject "Highway of Freedom." Following the morning assembly there were five concurrent sectional meetings. Miss Elizabeth A. Prior, President of Yakima Valley Junior College, addressed a large group of boys and girls on "The Road Ahead: To College"; Miss Helen McLellan, of

the School of Physical Education of the University of Washington, spoke on "The Road Ahead: To Health," to a group of girls; Charles Blair, of Toppenish High School, discussed "The Road Ahead: To Health," with a group of boys; and "The Road Ahead: To Work Opportunities" was discussed in two section groups, one of girls, by Mrs. Mabel Burke, of the Washington State Employment Service, and the other of boys, by Wilbur K. Newcomb, of the faculty of the junior college. Two lunch and recreation periods were followed by section meetings led by student chairmen, assisted by high school faculty advisers, each group discussing one of these topics: Assemblies; Sports for Boys; Sports for Girls; Newspapers; Annuals; Boys Clubs; Girls Clubs; A. S. B. Finances; Social Programs; Art and Camera Clubs; Pep Clubs; Cheer Leaders. A general pep assembly, led by Clyde Foltz, Yakima Valley Junior College cheer leader, closed the conference.

The conduct of the conference was handled by committees of students of Yakima Valley Junior College, virtually every student being active in some capacity. That the annual conferences are of value to high school students within the area of which Yakima Valley Junior College is the educational center is attested by the increasingly large attendance from year to year since the first meeting in 1928.

JUNIOR COLLEGE BROADCAST

C. S. Boucher, chancellor of the University of Nebraska, was interviewed recently on the junior college by a businessman of Lincoln, Nebraska, over Station WJAG. Some of the questions asked Chancellor Boucher and his answers follow:

Q.: You say you have been interested in the junior college movement for 15 years. Is this because you think the movement for the establishment of an increasing number of junior colleges is with us to stay, or is it a temporary fad that will be short-lived?

A.: I believe it means that we are developing a permanent change in our educational system; the junior college movement is not merely a temporary fad.

Q.: What makes you believe that the junior college movement means a permanent change in our educational system?

A.: Because hundreds of thousands of citizens, students, teachers, and educational administrators, scattered widely throughout the United States regard the movement as sound educationally and financially.

Q.: Why is the junior college regarded as a sound institution educationally?

A.: First of all because it is a two-year institution and can be adapted to meet local needs for educational programs beyond high school but short of the regular four-year college and professional-school programs.

Q.: Why do citizens and educators believe there is need for an institution with a program less extensive than a regular four-year college program?

A.: Because the records of colleges throughout the country show that of the hundreds of thousands of students who enter four-year colleges each autumn as freshmen, only approximately 30 per cent (slightly less than one-third) ever complete the four-year programs for bachelors' degrees. The great majority of these students drop out at the end of one or two years.

STEPHENS FORUM

A reorientation of women's education to equip women for the increasingly heavy responsibilities of citizenship was urged by speakers in many different fields during the Stephens College forum on "The American Woman and Her Responsibilities." Arranged by President James Madison Wood, the forum brought together leaders in education, industry, labor, agriculture, club organization, and the legal and medical professions. Their findings during the three-day sessions in November pointed to the conclusion that the education of women will have much to do with the future of American democracy.

The education of the American woman cannot be assumed by schools and colleges alone, it was concurred, nor can the preparation of women for the responsibilities of homemaking and citizenship be delegated to the higher educational institutions. All of the agencies of democratic life which bear any relationship to women must be incorporated in the educational system at the earliest possible opportunity to insure reaching those young women who may never even go through the last years of high school.

Prominent among the agencies sharing the obligation of preparing women, it was agreed, is business. Miss Sylvia F. Porter, woman financial columnist, urged that since American housewives wield the purchasing power of the nation, "courses starting in junior high schools in intelligent buying, thrift, and a responsible attitude toward the national economy might easily determine whether our nation is to come through these troubled years still a democracy." Speaking along similar lines, Miss Harriet Howe, of the American Home Economics Association, advocated training in intelligent budgeting, especially in the field of food, and declared that "What the American housewife puts into her market basket today will help to write the peace of tomorrow."

Education in nutrition and health has a definite place in the preparation of the American homemaker, the conference agreed, for, in the words of Dr. Roscoe Roy Spencer of the U. S. Public Health Service, "the American woman has in her hands the possibilities of the 'commonhealth' of the nation—its strength and its moral fiber." Dr. Spencer also advocated that a "handbook on democracy" be written, first, for the "edification of the parent" and then the training of the child. But this "course in de-

mocracy" must be instituted in the earliest stages of the educational system as well, he contended.

Dr. Leslie B. Hohman, of Johns Hopkins University, suggested with others that courses in marriage and family relations be established in every school system, beginning with junior high school, to "catch them before they have a chance to drop out of range." Others urged more social studies, practical religion, intelligent analysis of terms, slogans, propaganda. The unanimous finding of the forum predicted, in the words of Dr. Malcolm MacLean, president of Hampton Institute, "giant problems" for women in the maintenance of American democracy. "We are in the midst of a political, social, economic revolution and women face an ethical, moral, psychological revolution of their own," he said, adding that no "happy solution can be found unless women are trained to meet the future."

Looking at the precedent set by British women, Mrs. Patricia Strauss, wife of the Labor M.P. from Lambeth, England, contended that the American woman, like the British woman may come to a "realization of her power, her importance to her democracy. Before the war, we were not good citizens," she said. "We happily accepted the advantages of democracy but shirked its responsibilities." But the war awakened Britain's women to a "fuller citizenship," a citizenship which must be carried on after the war, and for which the American woman must be given training.

The Forum grew out of President Wood's belief that women should be trained to meet their real-life problems, and that educators should recognize the need for immediate action.

JANE FLOYD BUCK

Stephens College
Columbia, Missouri

OCCUPATIONAL TRAINING

Any public junior college must assume the responsibility of implementing many young men and women of its community for useful occupations. This responsibility is becoming greater and greater because business and industry have raised the age levels of employment as well as the qualifications and training requirements. Such action on the part of the employer virtually precludes employment at the time of high school graduation, thus shifting the responsibility of training for specific employment to the junior college. The junior colleges, therefore, find themselves faced with the necessity of developing their curriculums in such a fashion that they are able to offer specific training in many definite areas. The areas where occupational training is to be developed will naturally depend on the nature and character of employment opportunities in the community.

In order to meet the employment needs of the young people in this community Long Beach Junior College has developed new occupational curriculums, organized under a Division of Technology. The areas of training covered are in the field of oil production, refining and marketing, aviation (both flight and ground training), and maritime engineering. The community surrounding the college has large oil fields, refineries and markets; a well-developed airport with headquarters for transcontinental airlines; and a seaport where ships from all over the world call for trade. In this community these industries offer the greatest opportunity for employment to those specifically trained and prepared.

In planning courses of study for specific training, representatives from industry were consulted and their recommendations presented through an ad-

visory committee. This committee gave us information which helped in determining what courses should be offered and where the greatest opportunities for employment were to be found within the industry.

As a further means of cooperating with industry, the college began to offer at the opening of this school year certain "inservice" courses. These were designed as a program of training for the men already employed in the industry. They were offered as a part of our extended day program, and classes convened in the late afternoon or early evening.

The following is a brief description of the work offered for specific training in each industry:

Maritime Engineering—This is a program of training extending over two years. Courses allied to maritime engineering, such as mathematics, English and physical education, are taught on the campus, but all other work in this field is taught on the *S.S. Martha Buehner* which is tied up at a municipal wharf. Courses taught aboard ship are: seamanship, maritime law, cargo handling and stowing, communications, signaling and semaphore, naval construction, and engines, both Diesel and steam. After two years of training on the campus and aboard ship the student is qualified to assume junior officer's responsibility, either on the deck of a ship or in the engine room.

Oil Technology—Most of the work in this area is done as "inservice" training. Definite courses that are designed as preparation for those not employed are being worked out and will be offered in the fall semester of 1940. Courses offered now are: drilling problems and practice, oil geology and production, machine shop practice, pipe line methods and problems, production methods, oil refining, pipe fitting, natural gasoline plant operation.

Aviation—In this field the college has developed a program of flight training and ground service approved by the Civil Aeronautics Authority. At present we have a contract to train 40 young men for this work. In addition, work is offered in aviation mechanical maintenance. This course is designed as a preparatory program for young men over 18 years of age who are interested in aviation mechanics from the standpoint of both maintenance and manufacturing. About 25 students are now taking this work which

will extend over two years. Courses in practical shop work are offered for those already employed in the industry in order that they might advance themselves and thus increase their earning power.

All occupational courses offered in the college are developed through the cooperative efforts of the college and industry. In this way help, mutually beneficial to both groups, is given and we have considerable assurance that those young men now in training will be given employment in the industry when they have completed their preparation with us.

JOHN L. LOUNSBURY, *Principal*
Long Beach Junior College
Long Beach, California

RADIO EDUCATION

The Association for Education by Radio, a professional organization for educators, broadcasters, and citizen leaders interested in education by radio has recently been organized. The journal of the organization includes news of new radio ideas in colleges and school systems, reviews of programs, and a column on new equipment. The address of the Association is 228 North La Salle Street, Chicago, Illinois.

The maintenance of a larger junior college district than the high school district has proved a success. On the whole, the maintenance of an independent plant, faculty, and administration is favored.—CARL E. SEASHORE, State University of Iowa, in *The Junior College Movement*.

It would not be entirely incorrect to say that of all of the units of our educational system, the junior college is probably the least understood. To many it is a scholastic upstart needlessly cluttering a pattern already jumbled.—J. W. REYNOLDS in *Industrial Education Magazine*.

The Junior College World

WOMEN AMBULANCE DRIVERS

Roy F. Christensen, supervisor of vocational education and national defense in Pocatello, Idaho, has asked the vocational division of the Southern Branch of the University of Idaho to offer a course in auto mechanics for 30 women who are planning to train as ambulance drivers.

\$60,000 FOR WESLEY

The board of trustees of the new junior college to be opened in Dover, Delaware, next September in the former Wesley Collegiate Institute building, recently approved a \$60,000 program for improvements and named Elwood F. Melson, Wilmington attorney, chairman of the board. The program will include complete renovation and re-equipping of the building and a 5,000-volume reference library. The heating and lighting systems will be modernized and lounges constructed. As reported in the November JOURNAL, Dr. Arthur J. Jackson of Wheeling, West Virginia, has been named president of the new institution. Wesley Junior College has been decided upon as the name for the college.

ROUND-THE-CLOCK CLASSES

Classrooms that never close are one of Riverside Junior College's answers to demands of the national defense program in California. Classes training machinists are even opening at 3 A.M. to help meet the acute shortage in this field. The shops operate on four shifts: from 9 A.M. to 3 P.M., from 3 to 9 P.M., from 9 P.M. to 3 A.M. and from 3 to 9

A.M. Men are enrolled in the work from Camp Haan, the WPA, the state employment office and near-by industrial plants. A 12-week course is offered them. In addition to a wide assortment of machine tools, the shop now has \$30,000 worth of equipment on priority order and will begin installation soon. Students at the college are required to take five hours of related work and 15 hours of applied work weekly, necessary under the Smith-Hughes Act. For outsiders each six-hour shift consists of one hour of related work and five of shop work.

REA NAMED PRESIDENT

Ernest L. Rea, registrar of Riverside Junior College, California, was named president of the Pacific Coast Association of Registrars at their recent convention in Santa Barbara. Mr. Rea is the second junior college administrator to fill the presidency, the other being John Anderson of Pasadena Junior College. Mr. Rea is now serving as acting director of Riverside Junior College during the absence of Arthur G. Paul who is recovering from a serious illness.

QUALIFIED TEACHERS WANTED

The American College Bureau in Chicago is finding it increasingly difficult to fill the demand for qualified teachers. It reports that many of the teaching positions open last fall are still not filled. The bureau has written to some of the instructors registered only to find that in a period of a few months they have almost doubled their demands for salary. This is especially

true in the field of engineering, industrial arts, and home economics. It is also reported that teachers for some fields are more in demand than others. There still is an excess of teachers in history and English, not much demand as yet for Latin and Greek, although the demand for Latin is increasing, and an ever-increasing demand for teachers of Spanish.

LOST BY NARROW MARGIN

The proposal to create a junior college district in San Antonio, Texas, was rejected in a county-wide election by a vote of 3,497 to 3,412. Because of this slight margin and the extremely light voting, there is the possibility of another election in the near future.

JUNIOR COLLEGE FOR PANAMA

Senora Ester Neira de Calvo, woman educator of the Republic of Panama and delegate from that country to the Inter-American Commission of Women, was in Washington during the month of December to develop plans for establishing a junior college in Panama. According to present plans, the junior college would be located in Panama City and would accommodate about 800 young women.

WALKER GRADUATES WANTED

A half-page advertisement by the Jasper Better Business Bureau in the *Mountain Eagle*, Jasper, Alabama, seeks more graduates of Walker College. Under bold letters stating "Walker College Graduates Preferred" the ad says that reports by Jasper employers on graduates of Walker College resulted in the unanimous vote at a meeting of the Jasper Better Business Bureau to give preference in employment to

Walker graduates. The ad goes on to say that Walker graduates have proven themselves not only more efficient workers, but also have made good citizens, are cooperative, dependable, and progressive.

MASSACHUSETTS COMMISSION

A special commission, known as the Junior College Recess Commission, has been appointed in Massachusetts to make a study of junior colleges with a view to determining to what extent their establishment and operation should be regulated by the state and whether they should have power to grant educational degrees. Members of the commission include one member of the Senate, three members of the House of Representatives, and three persons appointed by the governor. These are Senator George W. Krapf of Pittsfield, Representative Charles Holman of Norwood, Representative S. G. Wondolowski of Worcester, Representative Laurence Law of Holyoke, Dr. John P. Tilton of the Department of Education at Tufts College and dean of the Tufts Graduate School, President Mildred McAfee of Wellesley College, and District Attorney John Haselton of Deerfield.

CONN. CIVILIAN DEFENSE

The Junior College of Connecticut has formed a special committee of 27 representatives of every organization of the college to plan and coordinate the institution's activities in relation to the nation's war program and to make provisions for the protection of the college personnel in case of aerial attack. Representatives have been chosen from the alumni association, the freshman and sophomore classes, the evening class, the faculty women's club, the board of trustees, the board of associates, and the college staff. The committee will oper-

ate under four sub-committees, safety, educational reorganization, protection and instruction of personnel, and procurement and placement. The latter committee will assist students wishing to join defense groups or to engage in active war work.

WESTMINSTER FINANCES

Since 1933 the total indebtedness of Westminster College, Utah, has been reduced from \$94,087 to \$44,354, and the consolidated summary of assets and surplus is at present \$663,999, according to a recent report of President Robert D. Steele.

COL. HITCH HEADS REGENTS

Col. A. M. Hitch, president and superintendent of Kemper Military School, Missouri, was recently elected president of the board of regents of the Central Missouri State Teachers College at Warrensburg. The Kemper head has been a member of the board of regents for the last four years and vice president for the last two. Commenting on the unusualness of having a private school administrator head a state board, Col. Hitch said that one of the greatest compliments paid him was when he was introduced as "a private school man who knows the problems of the public schools."

A PEOPLE'S COLLEGE

One out of every eight persons in the city of Pasadena, California, is taking some instruction each week at Pasadena Junior College. The college is giving not only national defense job training to hundreds, but also courses for adults in activities not directly associated with the emergency. Enrollment in the extended-day program is approximately

1900, or some 800 ahead of last year, making this the largest attendance on record.

CARNEGIE GIFTS

The 1941 report of the president and of the treasurer of the Carnegie Corporation of New York announced the allocation of sets of art equipment valued at \$2,000 each to three junior colleges: Centenary Junior College, New Jersey; Frances Shimer Junior College, Illinois, and Green Mountain Junior College, Vermont.

\$100,000 REQUESTED

A \$100,000 appropriation increase for 1942-44 is being sought by Mississippi's 12 junior colleges. For the 1940-42 fiscal years the institutions received \$200,000 from the state. State Supervisor of Education Knox M. Broom has stated that the enrollment for the session 1938-39, upon which the \$200,000 appropriation was based, was 3,464. The enrollment for 1940-41 was 4,010 and included students from every county in the state. Furthermore, there is a junior college in the process of organization in Northeast Mississippi and there are definite indications that one or more public junior colleges for Negroes will be established in the Delta in 1942.

STAMPS FOR DEFENSE

Pueblo Junior College, Colorado, is conducting a National Defense Stamp Campaign in which the two classes are competing to buy the greatest number of stamps. The class which loses must furnish the music at the Campus Day dance at the end of the academic year. The closing date of the contest is May 15. Donations from businessmen of

Pueblo made possible a special stamp attraction day on November 17 when buyers of certain marked 25-cent stamps received free stamps. The college believes that as well as helping a fine cause, the buying of stamps will promote the idea of thrift and saving on the part of the students.

JUNIOR COLLEGE WANTED

Idaho Falls wants a junior college. A resolution recommending establishment of a junior college was adopted at a recent meeting of the Bonneville County Planning Council. It was proposed that \$250,000 be raised through a bond issue and that a similar sum be obtained as a grant from the public works. A free college site at the edge of the city has been offered by an Idaho Falls businessman.

POET GIVES SNYDER LECTURE

Alfred Noyes delivered the eighth annual William Henry Snyder Lecture January 15 at Los Angeles City College on "Poetry and Reality."

MISSISSIPPI PAMPHLET

An attractive pamphlet which should be of interest to every junior college administrator in the country has been published by the Mississippi public junior colleges. Well designed and colorfully illustrated, the pamphlet tells in simple, straightforward language the story of Mississippi's 12 junior colleges against a background of the junior college movement in general. Special attention is given a discussion of the function of the junior college in offering general education "to round out and complete the period of general education for some

students who cannot undertake senior college work" and terminal education "to give training of a vocational nature to other students to equip them for immediate entrance into an adulthood that is necessarily earlier than that of the college preparatory group." Extra copies of the pamphlet may be obtained from Knox Broom, State Supervisor of Education, Jackson, Mississippi.

NEW HAVEN ENROLLMENT

New Haven YMCA Junior College, Connecticut, reports an enrollment this year of 621 regular or "long-term" students, an increase of 20 per cent over last year. In addition 925 students are now enrolled in the engineering, science, and management training program sponsored by the Federal government and conducted by the junior college under the supervision of Yale University.

PIKEVILLE PRESIDENT

Dean A. A. Page, who has been acting president of Pikeville Junior College, Kentucky, for the last year, has been permanently appointed president of the institution.

HEADS REGISTRARS

Maurice F. Griffith, registrar of Mesa County Junior College, Colorado, was recently elected president of the Colorado-Wyoming Association of Collegiate Registrars. The organization will hold its annual meeting next year at Mesa, marking the first time it will have met at a junior college.

MONEY RAISING

Among Methodist colleges availing themselves of the services offered by the Methodist Board of Education

through its Financial Service Department to conduct financial campaigns are two junior colleges—Brevard College, North Carolina, and Lon Morris College, Texas. Brevard has a campaign well under way for \$425,000 to provide for a science building, a library, and an additional dormitory for young women and for a \$100,000 increase in endowment funds. One subscription of \$10,000 and another for \$30,000 were included among preliminary subscriptions. Lon Morris is conducting a quiet search for \$18,000 to clear certain small obligations preparatory to a campaign for more material funds for larger improvements and for increased endowment.

DORMITORY AT BETHEL

A women's new dormitory, built at a cost of \$50,000, has been opened at Bethel Junior College, Minnesota. The dormitory houses 45 students. Bethel Junior College is a co-educational Baptist college which has just completed 10 years of progress with an enrollment of 160 students. Emery A. Johnson is dean of the college.

HIWASSEE CAMPAIGN

At a recent meeting of the Holston Annual Conference of the Methodist Church held in Chattanooga, Tennessee, a resolution was adopted permitting Hiwassee College, Tennessee, to carry on a campaign to raise \$130,000 for buildings and equipment. The campaign will begin this spring.

STONELEIGH MUSIC STUDIO

A major step in the building program at Stoneleigh College, New Hampshire, was the recent opening of a spacious new music studio. The college calls

attention to this as evidence that, though Stoneleigh stresses terminal vocational courses, it is not unmindful of the importance of stimulating the arts in its curriculum. The studio comprises one large room for appreciation and history classes, glee club rehearsals, piano and vocal instruction, and musicales; two listening rooms; and several practice rooms for use by those studying piano or voice.

GREEN MOUNTAIN PAYS DEBT

Green Mountain Junior College, Vermont, cleared a bonded indebtedness of \$75,000 the first of this year. This action terminates a financing project entered upon 10 years ago to carry the institution over the days of depression, to liquidate back loans, and to aid in the transition period from a preparatory school to a junior college. Definite payments have been made on these bonds annually.

DEFENSE TRAINING

Nearly 200 people of Williamsport and vicinity are enrolled in the engineering defense training program at Williamsport Dickinson Junior College, Pennsylvania. Dean John G. Cornwell has been appointed administrative head of the program and has under his guidance nine faculty members. The program is under the general supervision of the extension division of Pennsylvania State College.

RADIO WORKSHOP

Thornton Junior College, Illinois, has inaugurated a new activity, radio. The Radio Workshop, under the direction of Melvin R. White, offers training in radio writing, announcing, acting, and directing. The workshop activities cul-

minate in regularly scheduled broadcasts. These are alternately music and drama, with occasional round tables and special programs. The Radio Workshop has proved an excellent outlet for creative expression in speech, music, and English.

KEMPER LINKS AMERICAS

As additional proof of the solidarity of the Americas, *Life* magazine recently carried an article on the fact that the nephew of the President of Panama, Cadet de la Guardia, was enrolled in Kemper Military School, Missouri. With the article was a picture of Cadet de la Guardia and Colonel A. M. Hitch, superintendent of Kemper. "Here is additional proof," the item reads, "that the new president of Panama has no pro-Nazi leanings and that he can be counted on for full American cooperation. Last fall he enrolled his nephew, Ernesto de la Guardia, in Kemper Military School. When accession to the presidency was assured, the cadet's uncle, Richard Adolfo de la Guardia, wired Colonel A. M. Hitch, and asked him to give the news to the boy. The picture shows the Colonel handing the message to Ernesto."

CIVILIAN DEFENSE COUNCIL

Los Angeles City College, California, is prepared to meet any war emergency with its entire campus completely organized, alert, and ready for what may come. A Civilian Defense Council has been set up with seven subdivisions as follows: Auxiliary Police Force, Auxiliary Fire Force, Medical and First Aid Service, Rescue Squads, Messengers and Communications, Food and Housing, and Morale and Public Relations. The Auxiliary Police Force is to direct law and order and self-discipline in all lo-

cations on the campus in case of emergency; the Auxiliary Fire Force to take care of checking, preparation, control, and operation of all fire fighting equipment in all buildings on the campus; Medical and First Aid to care for seriously injured persons not needing hospitalization; Rescue Division to organize and direct all rescue work of any type that may need to be done in case of emergency; Communications and Messenger Service to locate all inter-building communication and assign someone to report there at once when alarm is given; Food and Housing to provide facilities for preparation and distribution of food, and for sleeping and sanitation; Morale and Public Relations to enlist all volunteer student personnel for the college Defense Council, to carry emergency bulletins to all parts of the campus, and to provide needed entertainment.

STEPHENS WEEKLY BROADCAST

Six radio features are put on the air each week by students and faculty of Stephens College, Missouri. These are Sunrise Service and Burrall Bible Class each Sunday morning; Symphonic Interlude, classical music with commentary, every afternoon, Monday through Thursday; Musicale, featured musicians from the conservatory, each Wednesday evening; Drama Time, original plays, each Thursday evening; The World We Live In, a round table discussion carried on in the manner of a town meeting, each Monday evening.

CONNECTICUT STANDARDS

Stating that institutions using the term "college" or "junior college" must obtain the approval of the State Board of Education in order to obtain a char-

ter and the degree-granting privilege, Dr. Alonzo G. Grace, Connecticut State Commissioner of Education, has announced 11 approved junior colleges in Connecticut. These institutions, said Dr. Grace, have met standards set up three years ago by a standards committee. The commissioner pointed out that the State Board of Education is the official accrediting agency for the State of Connecticut and that under the law no college seeking the privilege of granting a degree can obtain a charter from the state without approval of the state board.

MISS TAFT HONORED

Miss Mildred E. Taft, of the faculty at Colby Junior College, New Hampshire, has been elected first vice-president of the Department of Business Education of the National Education Association.

"CAN SUNDAY"

"Can Sunday" is an annual institution at Stephens College, Missouri, sponsored for the needy by students of the Burrall Bible Class. During the latest "Can Sunday" 1,209 people contributed 3,470 cans of food and an additional 636 pounds of dry staples (rice, meal, and the like), all of which was turned over to the Social Service Bureau in Columbia, Missouri. This is one of the many social service projects sponsored by the Burrall Class to make graphic to students how they can help within their home communities.

"ARM AMERICA" FESTIVAL

An "Arm America" Festival, the first of its kind in the country, was sponsored by students of Bergen Junior College, New Jersey, January 14. With

admission to the festival consisting of purchase of one dollar's worth of defense stamps which the buyer kept, the festival marked the launching of a nation-wide program to boost the sale of defense stamps and bonds on every college campus. On the radio and through the press, collegians all over America are being urged through Bergen's example to sponsor similar festivals for this worthy purpose. Noted stars in the entertainment field appeared at the festival, and Glenn Miller dedicated his Tuesday night (January 13) program to the occasion over a coast-to-coast CBS network. The festival was endorsed officially by the U. S. Treasury Department and by the state and national Defense Savings Staffs. The evening was highlighted by a patriotic pageant by Bergen students. Huge flags of the United States, Great Britain, and the Central and South American countries were unfurled in a spectacular array of color to depict the solidarity of the Americas. Bearers of the flags standing at attention in "V" formation while the band played the national anthem, climaxed the colorful pageant.

Financially as well as from the standpoint of entertainment, the festival was a huge success. Defense bonds and stamps amounting to \$13,500 were sold at the door, while letters to the college have boosted the total to over \$15,000. If those who received booklets at the door continue to fill them out, the college reports, the total will rise far above \$100,000.

CONFERENCE AT GODDARD

The fourth annual Conference on Current Educational Issues was held recently at Goddard College, Vermont. The theme of the conference was "School and Community: Education for an Uncertain Future."

From the Secretary's Desk

JUNIOR COLLEGE GROWTH

More than 13 per cent increase in enrollment in the junior colleges of the country is shown by an analysis of the data appearing in the "Junior College Directory 1942," which was published in the *Junior College Journal* for January 1942. The enrollment has increased in a single year from 236,162 (as reported last year) to 267,406—a distinctly significant growth of 13.2 per cent. In the past five years the enrollment in the junior colleges of the country has more than doubled.

The number of junior colleges reported this year is 627 as compared with 610 in the Directory for the previous year, a net increase of 17.

The 1942 Directory contains the names of 40 institutions which were not found in the 1941 Directory. On the other hand 23 names have been dropped. The new institutions include a group of six state agricultural and technical institutes in New York which have achieved junior college status.

The number of junior colleges in continental United States and the enrollments reported for the past 14 years, have been as follows:

Year	Number	Enrollment	Percentage increase
1928	408	50,529	.....
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	-1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.5
1942	627	267,406	13.2

The enrollments given are for the previous completed academic year; that is, the enrollment reported in the 1942 Directory is for the college year 1940-41.

In the past decade there has been an increase of 33 per cent in the number of junior colleges reported and an increase of 174 per cent in the enrollment in them.

The figures tabulated above give enrollments on approximately a comparable basis for students on the college level, except that 6,647 students are included in the junior colleges or lower divisions of the four universities which have been admitted to active membership in the Association. On the other hand enrollments in the "lower divisions," or last two high school years, of 35 four-year junior colleges are not included in these total figures. This additional enrollment amounts to 11,145.

Number of junior colleges and enrollments by regional areas are as follows:

Region	Number	Enrollment
New England	51	10,315
Middle States	71	19,173
North Central	232	69,087
Southern	185	49,837
Northwest	26	9,794
Western	61	109,200

The largest number of institutions is found in California, with 61, followed by Texas with 42; and Iowa with 36. There are 23 states with ten or more junior colleges each.

Public and Private Colleges

Of the entire group of 627 junior colleges, 279 (44 per cent) are publicly controlled institutions, while 348 (56 per cent) are under private control. Corresponding figures for last year were

261 publicly and 349 privately controlled. The publicly controlled institutions, however, have much the greater proportion of the enrollment. No less than 74 per cent (last year 71 per cent), or 197,375 students are found in the publicly controlled junior colleges as compared with 70,031 in the privately controlled institutions.

During the year seven junior colleges in the state of Washington changed from private to public control as a result of favorable legislation authorizing publicly controlled institutions.

Increased enrollments are found in the publicly controlled junior colleges in 25 states, and decreased enrollments in only 11 states, the net increase being 29,147 students, or 17 per cent, as compared with a similar increase last year of 20 per cent. The largest increase in enrollment occurred in California with a growth of 25,420. California also has the largest enrollment of any state, with 106,086, or 54 per cent, more than half, of the public junior college enrollment of the country. Illinois is second and Texas third.

Increased enrollments are found in the privately controlled junior colleges in 23 states, and decreased enrollments in 18 states, the net increase being 2,097 students, or 3 per cent, as compared with a similar increase last year of 21 per cent. Massachusetts has the largest enrollment in privately controlled junior colleges, with North Carolina second and Missouri third.

Institutional Changes

As reported above, the 1942 Directory contains the names of 40 junior colleges which did not appear the previous year. Fifteen of these are publicly controlled junior colleges while 25 are privately controlled ones. Some of these newly listed junior colleges did not give the date of beginning of their junior college

work; others have been in existence for several years but have not been listed previously. The names of the 22 new institutions definitely reported as beginning junior college work in 1940 or 1941 follow:

Publicly Controlled

Hot Springs Junior College, Arkansas
Napa Junior College, California
La Junta Junior College, Colorado
Centralia Township Junior College, Illinois
Fairbury Junior College, Nebraska
N. Y. State Agric. & Tech. Inst., Canton
N. Y. State Inst. of Agriculture, Farmingdale
Devil's Lake Junior College, North Dakota
Everett Junior College, Washington

Privately Controlled

Southern Baptist College, Arkansas
Denver Junior College, Colorado
Northeastern Colorado, Junior College of
Orlando Junior College, Florida
The Casements, Florida
Thomas Alva Edison Junior College, Florida
Riverside Military Academy, Georgia
School of Domestic Arts and Sciences, Illinois
Oak Grove Junior College, Maine
Immaculate Conception Junior College, N.J.
York Collegiate Institute, Jr. Coll. of, Penn.
Sioux Falls College, South Dakota
Castle Heights Military Academy, Tennessee

Type of Institution

The junior college prevailingly is a coeducational institution, 472 (75 per cent) being reported of this type. Three institutions for men are found in the publicly controlled group, all of the others being coeducational. In the privately controlled group, 39 are for men, 113 for women, and 196 coeducational.

Of the publicly controlled institutions one is Federally controlled (Canal Zone), 43 are state controlled, 60 are in independently organized junior college districts, and the remaining 175 are local or municipal institutions controlled by the locally elected public school boards.

Fifty-eight per cent of the privately controlled group are reported as under denominational auspices, the Catholics leading with 48 institutions, followed by Baptists, 42; Methodists, 39; Presbyterians, 20; Lutherans, 17; Episcopal-

ians, 6; Seventh-day Adventists, 5; Mennonites, 4; and thirteen other denominational groups with one to three each, 20.

Of the privately controlled institutions not under denominational auspices, 110 are operated on a nonprofit basis with control vested in a board of trustees, while 37 are classified as proprietary.

Twenty-eight of the institutions listed (4.5 per cent) are Negro junior colleges. All but three of these are privately controlled institutions. In addition there is one junior college for Indian students.

Size of Colleges

The size of the 624 junior colleges for which enrollments are reported may be summarized as follows:

Enrollment		Number of Colleges		
		Total	Public	Private
0- 49	.....	82	16	66
50- 99	.....	106	33	73
100- 199	.....	152	58	94
200- 299	.....	84	39	45
300- 399	.....	67	31	36
400- 499	.....	28	17	11
500- 599	.....	20	16	4
600- 699	.....	20	13	3
700- 799	.....	9	7	2
800- 899	.....	8	6	2
900- 999	.....	4	2	2
1,000- 1,999	.....	28	22	6
2,000- 2,999	.....	4	3	1
3,000- 3,999	.....	7	7	0
4,000- 4,999	.....	3	3	0
5,000- 5,999	.....	0	0	0
6,000- 6,999	.....	3	3	0
7,000- 7,999	.....	1	1	0
8,000- 8,999	.....	1	1	0
14,000-14,999	.....	1	1	0
		624	279	345

While the junior college is still a comparatively small institution in many parts of the country, much too small for the greatest educational efficiency in many cases, yet it is growing steadily. Almost three-fourths of those with less than 100 students are privately controlled. More than half of the 49 publicly controlled institutions with less than 100

students are found in two states, Iowa and Oklahoma. It is significant that there are 204 institutions which have enrollments greater than 300 as compared with 195 of this size last year; that 48 exceed 1,000 as compared with 46 last year; and that 20 exceed 2,000 as compared with 18 last year. These 20, all except four publicly controlled, are the following:

Sacramento Junior College, Cal.....	14,110*
Modesto Evening Jr. Coll., California.....	8,155
Los Angeles City College, California.....	7,416
San Diego Voc. Evening Jr. Coll., Cal.....	6,972
Marin Junior College, California.....	6,208*
San Bernardino Valley Jr. Coll., Cal.....	6,195*
Pasadena Junior College, California.....	4,853*
Fullerton Junior College, California.....	4,369*
Chaffey Junior College, California.....	4,207*
Long Beach Junior College, California.....	3,967*
Salinas Evening Junior College, Cal.....	3,791
San Francisco Junior College, Cal.....	3,787
Wright Junior College, Illinois.....	3,784
North Texas Jr. Agric. College, Texas.....	3,698*
Wisconsin, Ext. Div. of Univ. of.....	3,620
San Mateo Junior College, California.....	3,404*
Geo. Washington, Univ. Jr. Coll., D. C.....	2,653
Austin Evening Junior College, Illinois.....	2,433
North Carolina, Gen. Coll. of Univ. of.....	2,113
Woodrow Wilson Junior College, Ill.....	2,042

In the case of nine institutions, whose enrollments are starred above, the large enrollments given are materially affected by "special students" mostly on account of the extensive adult education programs carried on by these institutions. The enrollment of special students in these nine institutions, all but one in California, was as follows:

Sacramento.....	11,015
Marin.....	5,564
San Bernardino.....	5,350
Pasadena.....	1,479
Fullerton.....	2,705
Chaffey.....	3,299
Long Beach.....	1,949
North Texas.....	1,875
San Mateo.....	2,235

The largest enrollment of regular students is found in Los Angeles City College, with 7,221. Pasadena Junior College is organized on the four-year basis, although for comparative pur-

poses the enrollment given above is only for the two "upper division" years. If the "lower division" enrollment of 3,433 were added, it would give a total enrollment in the institution of 8,286. Wright Junior College, Chicago, ranks second in terms of full-time regular students. If the enrollment of the six Chicago public junior colleges were combined it would give a total of 13,258 junior college students for the city.

Average enrollments for the past six years, and also for the year 1929-30, in both publicly and privately controlled institutions reporting enrollment data, may be summarized as follows:

Year	Total	Public	Private
1929-30	162	240	115
1935-36	255	406	136
1936-37	260	387	152
1937-38	285	453	152
1938-39	349	556	181
1939-40	397	652	202
1940-41	429	707	203

This analysis indicates that the publicly controlled institutions have made a marked increase in average size, more than doubling since 1929-30, and increasing more than 50 students per institution in a single year. The increase in size of the privately controlled institutions has been slower but substantial. The average size of all junior colleges has increased 8 per cent between 1939-40 and 1940-41.

Enrollment by Classes

Enrollment by classes may be summarized as follows, the percentage distribution for last year being added for comparison:

Class	Number	Percentage	
		1940-41	1939-40
Freshman	104,819	39.2	44.7
Sophomore	60,218	22.5	24.2
Special	102,369	38.3	31.1
	267,406	100.0	100.0

If the special students are eliminated from consideration, 36 out of each 100

regular students were sophomores in 1940-41, as compared with 35 out of each 100 the previous year.

Number of Faculty

The Directory reports 8,833 full-time instructors and 5,203 on a part-time basis in 617 institutions, or a total of 14,036 instructors this year as compared with 13,545 last year. This is an average of 22.7 instructors per institution, as compared with 22.6 per institution last year.

If it be assumed that two part-time instructors are the equivalent of one working full time, then there are the equivalent of 11,405 full-time instructors in these 617 junior colleges, or an average of 18.5 full-time instructors per institution. Since the average enrollment per institution is 429 students, the faculty-student ratio for an "average institution" is one to twenty-three as compared with one to twenty-one last year.

It should be noted, however, that "average enrollment" includes both regular and special students, so that the true faculty-student ratio is somewhat smaller than that given. If five special students be assumed to be equivalent to one full-time student, the equivalent average number of students per institution is 296 and the corresponding faculty-student ratio is one to sixteen.

Accreditation

Of the entire group of 627 institutions, 564, or 90 per cent, are accredited by some accrediting agency, national, regional, or state. Only 160, however, are members of any of the five regional associations of colleges and secondary schools. A summary of such membership follows:

New England Association	8
Middle States Association	16
North Central Association	54
Southern Association	68
Northwest Association	14

California is not in the territory of any of the regional accrediting agencies.

Association Membership

The Directory indicates that on January 1, 1942, the American Association of Junior Colleges had 404 active and 37 associate institutional members, as compared with 377 and 37 of the two types at the same date last year. Thus 70 per cent of the junior colleges of the country held membership in the Association. Six states—Nebraska with 6, New Hampshire with 3, Vermont with 3, Arizona with 2, Oregon with 2 and New Mexico with 1—have records of 100 per cent membership in the Association. Of the publicly controlled junior colleges, 69 per cent are members; of those privately controlled, 71 per cent.

Changes in Administrators

A comparison of the 1942 and 1941 directories reveals a change in the administrative heads on the part of 61 junior colleges or 10 per cent of the entire group as compared with 8.5 per cent last year. In the publicly controlled junior colleges the change this year was 12 per cent; in the privately controlled colleges 8 per cent.

Type of Organization

The information on "years included" as given in the Directory may be summarized as follows:

Five-year junior colleges	1
Four-year junior colleges	35
Three-year junior colleges	7
Two-year junior colleges	581
One-year junior colleges	3
	<hr/> 627

The two-year organization is evidently the prevailing type (93 per cent), but there is much interest in the four-year type, whether in public school systems as part of the "six-four-four" plan, or in privately controlled institutions where

the last two academy or preparatory school years are included with the two common junior college years. Last year 41 four-year institutions were reported. Of the 35 four-year institutions, 17 are publicly controlled, 18 privately controlled. Of the public group, 4 are state, 5 are district, and 8 are local or municipal junior colleges. In a fully functioning four-year unit it would be expected that the enrollment in the first two years would be substantially greater than in the upper two years. In only six of the publicly controlled institutions and in none of the privately controlled ones, however, is the "lower division" enrollment greater than the "upper division" enrollment. The total upper division enrollment in the publicly controlled four-year institutions was 12,821, lower division, 10,538. In the privately controlled institutions: in the upper division, 3,530; lower division, 592.

WALTER CROSBY EELLS,
Executive Secretary.

WARTIME MEMBERSHIPS

Since the outbreak of war, the Executive Secretary has been made a member, representing junior colleges, of three committees: the Committee on Military Affairs of the National Committee on Education and Defense, the U. S. Office of Education Wartime Commission, and the Subcommittee on Education of the Joint Army and Navy Committee on Welfare and Recreation. Several meetings of these committees were held in December and January in Washington and in Baltimore.

EXAMINATION CONFERENCE

The Executive Secretary, as representative of junior colleges, attended a special conference in New York January 19 and 20 called by the Committee on

Measurement and Guidance of the American Council on Education to consider the need for special examination procedures in connection with the proposed acceleration of college calendars and curricula to meet wartime conditions.

"FOR EVERY INSTRUCTOR"

The following letter has been received from the president of a junior college in Texas. The usefulness of the plan is not limited to Texas, however!

My faculty has decided to take out a group subscription of 14 for every one of our regular instructors. I believe that this plan of group subscription is the best plan to insure the stability of the *Junior College Journal* and provide for its extension.

INSURANCE OPPORTUNITY

At a meeting of the Executive Committee of the Teachers Insurance and Annuity Association of America, held in New York, January 9, the following resolution regarding extension of eligibility was adopted:

To extend eligibility for contracts of this Association to staff members of those junior colleges whose teachers are eligible for membership in the American Association of University Professors.

Further information concerning this very significant action will be found in the Executive Secretary's annual report to be published in the March issue of the *Journal*. For statement of the eligibility conditions for membership in the American Association of University Professors see *Junior College Journal* (October 1940), 11:93-95.

ADMISSIONS TAX

The Executive Secretary has received several inquiries regarding details of administration of the new admissions taxes provided for in section 541 of the

Revenue Act of 1941. Attention is called, therefore, to a 14-page article, "The Public School Pays the Tax on Admissions," in the January 1942 issue of the *Bulletin of the National Association of Secondary-School Principals*. This article consists of a series of 48 specific questions covering all reasonable variations in conditions together with official answers prepared by the Commissioner of Internal Revenue. It is recommended to all junior college executives concerned with this matter. Extra copies of the January *Bulletin* can be furnished by the secretary of the national association, 1201 16th St., N.W., Washington, D. C., at \$1.00 each.

NURSING EDUCATION

The National League of Nursing Education, the Association of Collegiate Schools of Nursing, and the American Council on Education joined in calling a special conference at New York January 26 and 27 to consider problems relative to possible contributions of colleges and universities to the preparation of nurses for national service. The conclusions and suggestions, which will be made available in the near future, should be helpful to junior colleges as well as to other institutions of higher education in planning special work for the training of nurses. The American Association of Junior Colleges was represented at the conference by the Executive Secretary, by Dr. Harry S. Stewart, president of the Junior College of Physical Phraphy, Connecticut, and by Mrs. Ordway Tead and Miss Katharine Pease of Finch Junior College, New York. Total attendance at the conference was about 75, representing all phases of nursing education. Reports submitted showed the need this year for 81,000 additional nurses in governmental and civilian service.

Judging the New Books

LOWRY S. HOWARD, *The Road Ahead*. World Book Company, Yonkers, New York, 1941. 402 pages.

This book was not just written. It grew. It grew out of the experiences and trials of the author in conducting 28 college orientation courses for freshmen in the past 14 years. Mr. Howard is well known in the junior college world as the dynamic president of Menlo Junior College, California, and as a successful and stimulating teacher of junior college men. In presenting the material in constantly changing mimeographed form over a period of years he asked students to underline words and phrases that were not fully and easily understood. Dr. Terman of Stanford University, who writes an introduction is right in stating that "few books are ever written with more thoughtful attention to details of organization, content, and form. . . . *The Road Ahead* is scientifically sound, but it is not so coldly scientific as to be impersonal. The spirit of the author can always be sensed—his deep interest in the problems of youth, his sincerity, and enthusiasm."

The first chapter is a tempting preview of the remainder of the book. Successive paragraphs bear the suggestive titles: our needs are significant guideposts, learning is the roadbed, study is the road, efficient reading smooths the way, time wisely spent speeds the course, background influences the direction, the total personality is the vehicle, the body is the engine, a healthy mind gives momentum, emotional adjustment affords efficiency, adequate vocational choice is the desired goal, thinking helps to set the straightest route, the philoso-

phy of life sets the course, and the trends of today may forecast tomorrow's course. One chapter is then devoted to an amplification of each of these initial paragraphs. Suggested further readings, carefully annotated, are added to each chapter and increase the usefulness of the book as a text materially. In preliminary mimeographed editions the volume has already demonstrated its successful appeal to several generations of Menlo Junior College students and its value as a guide to better orientation. It is now available for similar use in freshman orientation courses throughout the country.

FREDERICK A. MCGINNIS, *A History and an Interpretation of Wilberforce University*. Wilberforce, Ohio, 1941. 215 pages.

Founded in 1856, Wilberforce University during almost a century of service has made a notable contribution to the higher education of Negroes. In this volume Dr. McGinnis, professor of Education at Wilberforce, tells the story, sympathetically but critically, of the founding, early struggles, and gradual improvement of the institution. He succeeds well in his four-fold purpose to trace the development of the university as a pioneer institution for the higher education of the Negro race, to explain the influence of the institution on racial development, to show the effect of the educational program on the lives of the students, and to evaluate the contribution of the university to the cause of education. The volume is well documented and has an extensive classified bibliography.

M. E. BENNETT, *College and Life*. (Second edition.) McGraw-Hill Book Company, New York, 1941.

During the seven years since the first edition of this well-known book appeared, it has exerted a profound influence on the content and methods of orientation courses throughout the country. At the same time Dr. Bennett's work in the guidance field at Pasadena Junior College has won her deserved national recognition. The fundamental purpose of this successful book remains the same, that of helping students to make the best use of their opportunities in college and in guiding them in their own study and solution of problems of life planning and adjustment. The three parts of the volume are still devoted to Living in College, Learning in College, and Building a Life, but the content has been thoroughly revised and largely rewritten in the light of experience and of the development of new materials not available when the book was written seven years ago. Several new chapters have been added. Considerable new material is found pertaining to economic and social needs of students, evaluation of college achievement, methods of learning, methods of self-appraisal, and problems of mental hygiene, vocational planning, and democratic adjustment.

FRANCIS POPE and ARTHUR S. OTIS, *Elements of Aeronautics*. World Book Co., Yonkers, New York, 1941, 660 pages.

In a day when thousands of young men and also young women are becoming more and more air-minded a book such as this prepared by men who are at once trained aviators and trained educators merits the careful consideration of junior college instructors interested in offering an introductory but com-

prehensive course. There are few if any dependable books written in simple language which include adequate treatment of flying, aerodynamics, air navigation, meteorology, and air rules and regulations. All five of these major topics are included in the one volume. In addition ample practice material is provided and adequate teaching aids are included. Graphic methods and illustrations are freely and helpfully used.

NEW PUBLICATIONS RECEIVED

PHILLIPS BRADLEY, Chairman. *American Isolation Reconsidered*. American Council on Education, Washington, D. C., 1941. 208 pages.

HENRY S. DRINKER, *Bach Corale Texts with English Translations and Melodic Index*. Association of American Colleges, New York, 1941. 105 pages.

RALPH M. DUNBAR, *How Libraries May Serve*. Education and Defense Series, Pamphlet No. 17. U. S. Office of Education, Washington, D. C., 1941. 20 pages.

MARQUIS E. GILMORE, *Exemplifying Good Classroom Methods and Procedures*. Christopher Publishing House, Boston, 1941. 282 pages.

FREDRIK HOLMBERG, CHARLES F. GIARD, and CHARLES B. MACKLIN, *Elementary Theory of Music*. (Fifth Edition.) Harlow Publishing Corporation, Oklahoma City, Oklahoma, 1941. 308 pages.

EARL S. KALP and ROBERT M. MORGAN, *Defense of the Western Hemisphere*. (Unit Studies in American Problems: For the Committee on Experimental Units of the North Central Association.) Ginn & Co., Boston, 1941. 66 pages.

GORDON J. LAING, *The University of Chicago Press, Catalogue of Books and Journals, 1891-1941*. University of Chicago, Chicago, 1941. 432 pages.

WILLIAM F. RASCHE, *Milwaukee Youth Report Their Status*. Milwaukee Vocational School, Milwaukee, Wisconsin, 1941. 162 pages (mimeographed).

WILLIAM C. REAVIS, *Administrative Adjustments Required by Socio-Economic Change*. University of Chicago Press, Chicago, 1941. 235 pages.

FREDERICK T. ROPE, *Opinion, Conflict, and School Support*. Teachers College, Columbia University, New York, 1941. 164 pages.

Bibliography on Junior Colleges*

4275. HURST, JOHN IRVIN, *Course Syllabus for One Year of Dairying at the Southwest Mississippi Junior College*, Baton Rouge, Louisiana, 1936.

Unpublished Master's thesis, 1936, at Louisiana State University. Abstract in: *Louisiana State University Bulletin*, Vol. 28, N. S., No. 12:76.

4276. HURT, HUBER W., and HURT, HARRIETT, *The 1939 College Blue Book*, College Blue Book, De Land, Florida, 1940. 756 pages.

Fourth edition of this well-known handbook. Contains information on 563 junior colleges. For review see *Junior College Journal* (September 1940) 11:54-55.

4277. HUTCHINS, ROBERT M., "The Confusion in Higher Education," *Kansas Teacher*, Vol. XLIV, No. 2, page 21 (December 1936).

Abstract of article in *Harpers*, October 1936.

4278. HUTCHINS, ROBERT M., "Significance to the University of Educational Developments on the Junior College Level," Association of American Universities *Journal of Proceedings and Addresses*, 39th annual conference, November 11-13, 1937. Pages 106-10.

"The junior college is here to stay" though "with notable exceptions it has so far done only a negative job. . . . The attitude of the standardizing agencies . . . has done much to prevent the amalgamation of the junior college and the secondary schools." States that 30 per cent of the new students at the University of Chicago in the fall of 1937 were junior college graduates. Believes re-organization of the educational system is essential to realize the potentialities of the junior college. Concludes "What the educational world needs most is an intelligent and defensible program of

general education. . . . It must be produced and managed by the junior college. This enterprise is so important that the junior college must be put in a position to undertake it, and it must receive, as it goes to work upon it, the support and cooperation of us all."

4279. HUTCHINS, ROBERT M., "The Organization and Subject Matter of General Education," *National Education Association Proceedings*, pages 553-9 (1938).

Address before Department of Secondary School Principals. Same as No. 3305 *Junior College Journal* (April 1938).

4280. HUTCHINS, ROBERT M., "Educational Program and Procedures for Students at the College Level," in *Business as a Social Institution*. University of Chicago Conference on Business Education Proceedings, 1938. Pages 108-14.

Adopts and substantiates a three-fold thesis: that vocational education is neither good education nor good training for the job; that excessive specialization in the colleges and universities is neither good education nor good preparation for industrial positions; and that there is value in general ideas. Implications for education at the junior college level include provision of three types of institutions: one concerned with general education and open to the book-minded, one which would provide technical or homemaking education of a subprofessional type for those who do not want or would not profit by a general cultural education, and one the equivalent of the Civilian Conservation Corps.

4281. HUTCHISON, EARL EUGENE, *The History of Lamar Junior College*, Kingsville, Texas. 54 pages.

Unpublished Master's thesis at Texas College of Arts and Industries. "Traces the historical development of Beaumont, Texas, and the South Park Schools; the early development of South Park Junior College and the reasons for changing its name to Lamar Junior College. Describes the present college, stressing the building and grounds, entrance requirements, course of study, the students and life on the campus.

*This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

4282. IDAHO JOURNAL OF EDUCATION, "Exploratory Studies of Junior Colleges," *Idaho Journal of Education*, 21:208 (April 1940).
Announcement of grant for terminal study.
4283. ILLINOIS TEACHER, "Junior Colleges of Northern Illinois," *Illinois Teacher*, 25:117 (December 1936).
News note of 4th Annual Faculty and Student Conference held at Morton Junior College November 21.
4284. ILLINOIS TEACHER, "Dr. Eells Heads Junior College National Headquarters," *Illinois Teacher*, 27:38 (October 1938).
Notice of reorganization of American Association of Junior Colleges and establishment of executive offices in Washington.
4285. INGALLS, ROSCO C., "Junior Colleges: California Junior College Federation," *Sierra Educational News*, 36:30-31 (October 1940).
Outline of organization and activities of the state federation and consideration of its relationship to the American Association of Junior Colleges' study of terminal education.
4286. INGALLS, ROSCO C., and HOLT, JOHN, "Placement Practices of the Junior Colleges," *California Journal of Secondary Education*, 15:347-51 (October 1940).
Based upon questionnaire returns from 16 California junior colleges. A study of assumptions basic to placement, current placement practices, urgent problems in local areas, and projected developments.
4287. INGALLS, ROSCO C., and others, *Report on Terminal Education in Junior Colleges*, Washington, D. C., 1941. 48 pages.
Outlines plans for summer workshops and for special projects in nine selected junior colleges. Reprinted from *Junior College Journal*, May 1941.
4288. INGALLS, ROSCO C., "California Junior Colleges in 1941-42," *Sierra Educational News*, 37:13-14 (September 1941).
Outline of organization of the California Junior College Federation and of its plans for studies particularly in the field of general education.
4289. INGLES, G. B., "Individual Guidance of High School and Junior College Students, Bakersfield, California, Junior College," *Library Journal*, 66:706-07 (September 1, 1941).
Paper read at Library Section of the Association at its Chicago Meeting, February 1941.
4290. ISENBARGER, JEROME, "Biological Science in the Chicago Junior Colleges," *School Science and Mathematics*, 36:73-7 (January 1936).
Discussion of the biological science survey courses, required as part of the core curriculum for general education set up for Chicago junior colleges.
4291. JACOBS, MARK R., JR., *A Follow-up Study of a Group of Junior College Engineering Students*, Los Angeles, California, 1940.
Unpublished Master's thesis at the University of Southern California.
4292. JACOBSON, PAUL B., "Report of the Commission on Curricula of Secondary Schools and Institutions of Higher Education," *North Carolina Association Quarterly*, 14:146-50 (October 1939).
A report, summarizing the work of five committees, read before the Commission on Institutions of Higher Education March 29, 1939. Concludes by recommending the addition of a sixth committee, one on general education at the secondary and junior college level.
4293. JACOBSON, PAUL B., "Youth and Work Opportunities," *Bulletin of the National Association of Secondary School Principals*, 24:1-164 (April 1940).
A manual containing descriptions of a considerable number of school aid projects sponsored by the NYA. Includes reports from 11 junior colleges as follows: California: Chaffey, Fullerton, Riverside, Sacramento, Salinas, Santa Ana, Santa Rosa, Ventura, Yuba County; Illinois: Morton; Wisconsin: Rhinelander Vocational School and Junior College.
4294. JAHRLING, ROBERT, "Educating for Municipal Service," *School and Society*, 51:136-9 (February 3, 1940).
Statement of policy and programs of the

municipal colleges of New York City in training for government service with particular mention of the institution at City College in the fall of 1939 of a "two-year curriculum specifically designed to prepare high school graduates for career service in the police and fire departments."

4295. JARROTT, J. W., "The Hutchinson City Schools," *Kansas Teacher*, 35:38-39 (October 1932).

Two paragraphs on the junior college "infant of the well-rounded school system."

4296. JENNINGS, CAROLYN, and SNYDER, LOUISE M., "And Thus the Young Advise the Younger," *California Journal of Secondary Education*, 15:406-07 (November 1940).

Summarizes judgments of 300 students entering Los Angeles City College with high school deficiencies as to the reasons for these deficiencies.

4297. JENSEN, FRANK A., "The Plan for Administrative Organization of Student Personnel Service at La Salle-Peru-Oglesby Junior College," *Proceedings of the Institute for Administrative Officers of Higher Institutions*, 1940 (J. D. Russell, editor), XII:82 88.

"Our scheme of personnel service has been decentralized and we feel that guidance of young people has become the spirit of our junior college, with each member of the staff feeling he has a definite responsibility in the program."

4298. JOHN, WALTON C., "Higher Education, 1930-1936," in Biennial Survey of Education, U. S. Office of Education *Bulletin*, 1937, No. 2, Chapter III, Washington, D. C., 1938, pages 11-12, 38-39.

Discusses emergency colleges, growth of the junior college movement, and success of transfer students from junior colleges.

4299. JOHN, WALTON C., "In Junior Colleges," *School Life*, 26:31 (October 1940).

Reports enrollments of junior college students in principal terminal curricula. Similar to No. 1403.

4300. JOHN WALTON C., "Junior College Enrollments," *School Life*, 27:126 (January 1942).

Report on changes in enrollment on account of defense conditions.

4301. JOHNS, LEOTA, *Brief Guide to Consumer Literature*, Institute for Stephens College, Columbia, Missouri.

An alphabetic guide listing more than 168 books and selling for five cents a copy. Available through the Institute.

4302. JOHNS, RALPH LESLIE, "The Place of Commercial Education in Secondary Education," *Balance Sheet*, 12:365-8 (April 1931).

Discussion of general aims and functions of education. Considers commercial education as it equips the individual for worthy citizenship through general business education essential business education, and specialized or vocational business education.

4303. JOHNS, RALPH LESLIE, "Needs of Business English," *The Business Education World*, Vol. XV, pages 789-90 (June 1935).

4304. JOHNS, RALPH LESLIE, "Problems in Junior College Commercial Education," *Journal of Business Education*, 12:10-12 (March 1937).

A survey of junior college offerings in business shows that "the present education program in commerce in junior colleges is the product of the blind drive of necessity. . . ." The best education procedure demands that data should be assembled, evaluated, proved, first; followed by curriculum building.

4305. JOHNSON, B. LAMAR, "Enlarging the Role of the Library in Education," *School Review*, 42:571-5 (October 1934).

Quotation with introductory editorial comment of Dr. Johnson's statement on the "Secondary School Library" in National Survey of Education Index, Secondary Education Monograph No. 17, U. S. Office of Education *Bulletin* No. 17, 1932. A statement of principle and methods in Stephens College from year's experimental program.

4306. JOHNSON, B. LAMAR, "The Chicago College Plan," *Library Quarterly*, 6:306-8 (July 1936).

Review of C. S. Boucher's *Chicago College Plan*. See No. 2855.

4307. JOHNSON, B. LAMAR, "General Education Changes the College," *Journal of Higher Education*, 9:18-22 (January 1938).

Considers changes in philosophy, curriculum, and administration in the right direction. For illustrative purpose, refers to the planning of the curriculum at Stephens College, Missouri.

4308. JOHNSON, B. LAMAR, "Of Practical Use: A List of Books for Junior College Libraries by Foster E. Mohrhardt," *Journal of Higher Education*, 9:191-2 (May 1938).

4309. JOHNSON, B. LAMAR, "The Place of the Library in a Program of General Education," *Educational Record*, 20:113-25 (January 1939).

4310. JOHNSON, PALMER O., "A Measurement Program in Junior College Science," *Science Education*, 17:176-82 (October 1933).

Experience in test construction for the junior college of the University of Minnesota.

4311. JOHNSON, WILLIAM H., "The Status of the Chicago School System for the Year 1936-37," *Chicago Schools Journal*, 19:1-10 (September-October 1937).

Includes brief summary of status of the city junior colleges (pages 5-6) noting strengthening of their "three-fold purpose: general education, preprofessional training, and semiprofessional training."

4312. JOHNSTON, J. B., "How Shall the College Discharge Its Obligation to Society," *Association of American Colleges Bulletin*, 11:84-99 (April 1925).

Address delivered at the 11th annual meeting. After indicating some of the important features in the conditions under which the college must work, the speaker discussed six services which the college should render. Among these he emphasized the obligation of the college to "develop new lines of work designed to adapt the college to the various types of students who deserve some training beyond the high school. General informational or survey courses should be offered together with courses definitely occupational in character for students not fitted for higher levels of scholarship. This group comprises the largest body of young men and women who will have some college training, and the junior college years offer the largest opportunity to "mould the future citizenship of this country, to train leaders of thought in the ordinary

walks of life, and to determine the course of social and political movements." A certificate of graduation from the junior college should be offered.

4313. JONES, AARON E., "Progress of Youth Study," *California Schools*, 10:133-9 (June 1939).

Tells what groups of youth are being selected for study: high school—junior college graduates, drop-outs, and students in school, difficulty in securing names and addresses of young adults, studies made of graduates and drop-outs by local principals and superintendents, and need of more adequate counselling and placement service revealed by return questionnaire.

4314. JONES, AARON E., "Mobility of Youth," *California Schools*, 10:258-9 (October 1939).

Of questionnaires mailed to graduates and drop-outs of five junior colleges, 9 per cent of those sent to graduates and 17 per cent of those sent to drop-outs were not delivered because their addresses were unknown. The fact that youth is migratory to this extent lends weight to the argument that schools should offer as wide a range of vocational subjects as is feasible from standpoint of money available and the number of pupils to be served.

4315. JONES, AARON E., "Some Philosophies in Vocational Guidance," *California Schools*, 11:48-56 (February 1940).

4316. JONES, AARON E., "Special Junior Placement Provisions in California," *California Schools*, 11:77-88 (March 1940). "Placement Service," *California Schools*, 11:125-34 (April 1940).

Responses from the majority of officials of secondary schools and junior colleges revealed a total lack or inadequate provision of placement services.

4317. JORDAN, ALBERT T., "Field Trip in Biology," *Texas Outlook*, 25:43 (August 1941).

Based upon experience of the author at Weatherford Junior College, Texas.

4318. JOURNAL OF BUSINESS EDUCATION, "Junior College Business Education Study," *Journal of Business Education*, 15:34 (June 1940).

4319. JOURNAL OF BUSINESS EDUCATION, "Junior Colleges Meet," *Jour-*

nal of Business Education, 16:41 (March 1941).

Account of Chicago meeting of the Association.

4320. JOURNAL OF BUSINESS EDUCATION, "Terminal Education Literature Summarized," *Journal of Business Education*, 16:39 (June 1941).

Brief review of Terminal Education Monograph No. 1 by Engleman and Eells.

4321. JOURNAL OF BUSINESS EDUCATION, "Junior College Association Convention in February," *Journal of Business Education*, 17:40 (October 1941).

4322. JOURNAL OF CHEMICAL EDUCATION, "The Junior College Committee Report," *Journal of Chemical Education*, 5:896 (July 1928).

Abstract of article in *High School Quarterly*, 16:185-8 (April 1928).

4323. JOURNAL OF CHEMICAL EDUCATION, "Junior College Journal" *Journal of Chemical Education*, 8:179 (January 1931).

Notice of publication of *Junior College Journal*.

4324. JOURNAL OF CHEMICAL EDUCATION, "Increase Reported in Junior College Enrollment," *Journal of Chemical Education*, 17:170 (April 1940).

4325. JOURNAL OF EDUCATIONAL RESEARCH, "Junior College Terminal Education," *Journal of Educational Research*, 34:239 (November 1940).

Plans for American Association of Junior Colleges' study of terminal education.

4326. JOURNAL OF EDUCATIONAL RESEARCH, "Junior College Terminal Education," *Journal of Educational Research*, 35:156-58 (October 1941).

General summary of activities of the American Association of Junior Colleges with reference to terminal education.

4327. JOURNAL OF HIGHER EDUCATION, "General Reading," *Journal of Higher Education*, 9:458 (November 1938).

Announcement of general reading course at Frances Shimer Junior College, Illinois,

to provide a broader cultural background than the pursuit of her actual course of study may permit the student to acquire. Also reported in *Junior College Journal*, 9:174 (January 1939).

4328. JOURNAL OF HIGHER EDUCATION, "Colby Junior College," *Journal of Higher Education*, 11:217 (April 1940).

Announcement of erection of two new buildings, a dormitory and a dining hall at Colby Junior College.

4329. JOURNAL OF HIGHER EDUCATION, "The Reporter," *Journal of Higher Education*, 11:493-96 (December 1940).

Contains four notes concerning new legislation in Minnesota and Arkansas; next meeting of American Association of Junior Colleges; summary of property evaluations; and summary of financial data.

4330. JOURNAL OF HIGHER EDUCATION, "The Reporter," *Journal of Higher Education*, 12:107-08 (February 1941).

Report on junior college facilities under auspices of University of Wisconsin Extension Division available in 16 cities.

4331. JOURNAL OF HIGHER EDUCATION, "Denominational Junior Colleges," *Journal of Higher Education*, 12:164-65 (March 1941).

Summary of statistical data concerning 189 denominational institutions as published in the recent handbook, *Christian Higher Education*.

4332. JOURNAL OF HIGHER EDUCATION, "Special Program in Terminal Education," *Journal of Higher Education*, 12:280 (May 1941).

Announcement of workshop program at University of California.

4333. JOURNAL OF HIGHER EDUCATION, "National Junior College Defense Poll," *Journal of Higher Education*, 12:439-40 (November 1941).

Summary of poll as reported in *Junior College Journal*, May 1941.

4334. JOURNAL OF HOME ECONOMICS, "Educational Studies," *Journal of Home Economics*, 32:276 (April 1940).

News item concerning grant to American Association of Junior Colleges for terminal study.

4335. JOURNAL OF HOME ECONOMICS, "American Junior Colleges," *Journal of Home Economics*, 33:44 (January 1941).

Review of Eells's *American Junior Colleges*.

4336. JOURNAL OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS, "Microscoping Junior Colleges," *Journal of the American Association of Collegiate Registrars*, 16:63-64 (October 1940).

Reports enrollments of junior college students in principal terminal curricula. Similar to No. 1403.

4337. JOURNAL OF THE NATIONAL ASSOCIATION OF DEANS OF WOMEN, "American Junior Colleges," *Journal of the National Association of Deans of Women* (October 1940)

Review of *American Junior Colleges*.

4338. JOURNAL OF THE NATIONAL ASSOCIATION OF DEANS OF WOMEN, "Junior College Section," *Journal of the National Association of Deans of Women*, 4:127-29 (March 1941).

An account of the junior college section at the national meeting at Atlantic City. Includes brief reports on addresses on guidance programs and placement service by Alice J. Griffin of Wright Junior College, Illinois; Agatha Cavallo of Herzl Junior College, Illinois; Mrs. E. C. Trevor of Centenary Junior College, New Jersey; Frances L. West of St. Petersburg Junior College, Florida; Dorothy R. Coates of Katherine Gibbs School, Massachusetts; and Mrs. Eugenie A. Leonard of Catholic University of America.

4339. JOURNAL OF THE NATIONAL ASSOCIATION OF DEANS OF WOMEN, "Interesting New Books," *Journal of the National Association of Deans of Women*, 5:42-43 (October 1941).

Reviews of terminal education monographs No. 2 and No. 3.

4340. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, "Sixty Educational Books of 1940," *Journal of the National Education Association*, 30:117-20 (April 1941).

Includes brief review of W. C. Eells's *American Junior College*, one of the three

books selected in the field of higher education.

4341. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, "Junior College Meeting," *Journal of the National Education Association*, 30:A-72 (April 1941).

Account of the Chicago meeting of the Association.

4342. JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, "Junior College Literature," *Journal of the National Education Association*, 30:A-138 (October 1941).

Reviews of the three terminal education monographs.

4343. JUETT, GEORGE C., "The Cooperative Program Comes to Pasadena Junior College," *Distributors Occupational Club of California News-Bulletin*, 2:56-7 (January 1940).

Two important factors in instituting a cooperative program are fitting it into the already existing program, and recognizing that its success is dependent upon its background of class work which precedes the part-time work and school unit. Describes the set-up adopted in Pasadena for the "Merchandising Apprenticeship Class."

4344. KABAT, GEORGE JULE, *Curricular Implications of the Junior College Growth in the United States*, Boulder, Colorado, 1938.

Unpublished Master's thesis at University of Colorado. (Abstract in: *University of Colorado studies*. Abstract of theses and reports for higher degrees, 1938:77). Compares the curricula of 514 junior colleges. Finds that 70 per cent of their curricula offerings are preparatory in nature, of advantage to students who continue their education in a four-year college or a university. Proposes a three-division curriculum of which one division would be preparatory, the second terminal and preparing for semiprofessional vocations, and the third socio-cultural, preparing the individual for community life.

4345. KANSAS TEACHER, "Aid for Junior Colleges," *Kansas Teacher*, 33:15 (April 1931).

An article from the Oswego Independent notes that a measure to provide state aid for junior colleges, \$75 per student, is to be presented to the legislature.

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